



Mission Fulfillment Committee

February 2019

February 7, 2019

1:30 p.m. - 4:45 p.m.

Boardroom, McNamara Alumni Center

MIS - FEB 2019

1. Systemwide Enrollment Planning: Rochester Campus

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2. Update on Twin Cities 5-Year Enrollment Plan

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3. Graduate and Professional Education, Part IV: Impacts and Outcomes of Professional Education

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4. Holistic View of Student Financial Burden

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5. Consent Report - Review/Action

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6. Information Items

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 7, 2019

AGENDA ITEM: Systemwide Enrollment Planning: Rochester Campus

Review Review + Action Action Discussion

This is a report required by Board policy.

PRESENTERS: Lori Carrell, Chancellor, UMR
Lincoln Kallsen, Assistant Vice President, Institutional Analysis

PURPOSE & KEY POINTS

The purpose of this item is to discuss the results of a comprehensive, long-range planning endeavor for the Rochester campus. The presentation will address:

- Rationale for enrollment growth at UMR.
- Initiatives to generate increased enrollment.

The rationale and initiatives emanate from comprehensive analysis and intensive strategic planning involving industry partners; UMR alumni, faculty, staff, and students; system colleagues with relevant expertise; potential and current academic program partners; higher education innovators; and community leaders. In Rochester, this planning endeavor has been referenced as the Bluff Top View Project.

The additional background materials are included in the docket:

- UMR Strategic Plan Summary: *Vision Drives Our Strategic Growth*
- UMR History and Outcomes
- Proposed UMR Career Pathways
- Minnesota Department of Employment and Economic Development Health Care Occupations Demand and Projections, November 2018
- Destination Medical Center Development Plan
- UMR Enrollment, Revenue, and Investment Scenarios: Executive Summary
- UMR Annual Enrollment, Revenue, and Investment Requirements
- Existing Conditions: Downtown Rochester Map
- UMR Leased Space and Terms
- Public-Private Partnership: City Sales-Tax Funding
- Projected Student-Housing Need to Support "Bold" Enrollment Growth Scenario
- April 2016 UMR Five-Year Undergraduate Enrollment Plan

BACKGROUND INFORMATION

The Board discussed systemwide enrollment planning at the following recent meetings:

- December 2018: *Systemwide Enrollment Planning: Duluth Campus*, Mission Fulfillment Committee.
- June 2018: *Progress Update from the Systemwide Enrollment Planning Taskforce*, Mission Fulfillment Committee.
- March 2018: *Vision for UMR*, Board of Regents.
- February 2018: *Systemwide Enrollment Planning: Crookston Campus*, Mission Fulfillment Committee.
- December 2017: *Systemwide Enrollment Planning: Morris Campus*, Mission Fulfillment Committee.
- September 2017: *Systemwide Enrollment Planning*, Mission Fulfillment Committee.

The Board endorsed a Twin Cities campus five-year enrollment plan and directed the administration to develop five-year enrollment plans for the Crookston, Duluth, Morris, and Rochester campuses in the March 2016 Resolution Related to Undergraduate Enrollment Management at the University of Minnesota (2016-2021).

VISION DRIVES OUR STRATEGIC GROWTH

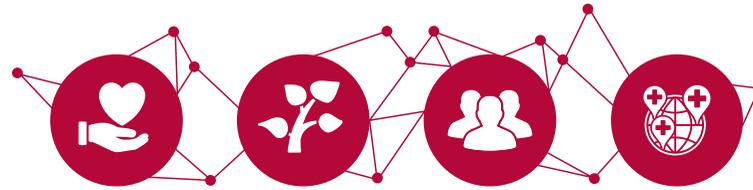


UNIVERSITY OF MINNESOTA
ROCHESTER

VISION DRIVES OUR STRATEGIC GROWTH

The University of Minnesota Rochester inspires transformation in higher education through innovations that empower our graduates to solve the grand health challenges of the 21st century.

Our strategic growth priorities of learning, resource stewardship, collaboration and communication will focus our planning and ensure our outcomes always align with our vision.



UMR'S GROUNDING VALUES
are the guideposts for our collective vision.

RESPECT

We value habits of interaction that demonstrate the worth and dignity of each person.

HUMAN POTENTIAL

We value every person's capacity to learn, develop, imagine, create and contribute.

COMMUNITY

We value collective work and a culture of trust that promotes collaboration, problem-solving, and partnerships while creating belonging, accountability and courageous action.

DIVERSITY AND INCLUSIVENESS

We value the range of human differences and the active pursuit and involvement of varied perspectives.

EVIDENCE-BASED DECISION MAKING

We value strategic collection and careful assessment of data to inform our choices in all matters, including student learning and development.

UMR'S CENTERING ASPIRATIONS
focus our strategic planning.

Devote our expertise and energy to student learning and development, choosing habits that enable us to thrive as a healthy, high-integrity community characterized by our values.

Generate transformative contributions to the renewal of higher education, providing a collaborative environment of inquiry that allows innovative thought-leadership in teaching and learning; educational research; public engagement; organizational efficiency; and community integration.

Enhance the diversity of the health care workforce, through intentional inclusivity emanating from our core commitment to respectful human relationships and permeating our habits of interaction in recruitment, teaching and learning, and the ongoing life of our UMR community.

Optimize the established arenas of distinctiveness, assessing results to provide ongoing evidence for decision-making and mindfully aligning emerging innovations with these established strengths.

Sustain UMR as an innovative, educational enterprise, through increased enrollment of passionate, resilient students commensurate with the goals established in our enrollment management plan as well as increased strategic generation of mission-driven resources.

Contribute significantly to the continued development of the Rochester community through intentional partnerships and initiatives.

These strategic growth priorities and working groups' decision-making principles are part of UMR's growth planning.

ACADEMIC INNOVATION AND OPTIMIZATION

- Assure that academic innovation and optimization of student learning are priorities when making decisions about supporting systems and spaces.
- Invest in resources to support a highly innovative environment.
- Strive to retain distinctiveness and unique structure and approach when they contribute to enhancing outcomes.
- Share our stories of innovation internally and externally.

ALUMNI

- Reassess needs for alumni relations and services.
- Track alumni to provide feedback, build community and share stories.
- Develop cohesion of alumni relations through development of mission and vision.
- Identify leadership and coordination of Alumni Relations and Services.

CAMPUS MASTER PLANNING

- Decisions regarding campus buildings and space will promote UMR's primary purpose – the pursuit of knowledge.
- The primary activities of teaching, learning, student development, research and outreach will drive the design of campus buildings and spaces.
- Decisions regarding campus buildings and spaces will maximize inclusion and collaboration.
- UMR's campus should include spaces that are inspiring, innovative, collaborative, flexible, welcoming, sustainable and purposeful.

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

- Develop policies to support staff and faculty community engagement efforts.
- Enhance community interaction with our students, staff and faculty.
- Develop new partnerships for student experience and coursework.
- Better understand student, staff and faculty community involvement.
- Provide administrative and faculty support.

DIVERSITY AND INCLUSIVITY

- Enhance our diversity and inclusion efforts through increased continuity and intentionality, beginning by assessing and analyzing new and current initiatives to:
 - Improve campus climate for diverse students, faculty, staff and visitors.
 - Engage the teaching community in reimagining curriculum, pedagogy and research to ensure inclusivity and accessibility.
 - Engage internal and external communities in reimagining programs that support the recruitment, retention and success of diverse faculty, staff and students.
 - Provide leadership for these efforts.

ENROLLMENT MANAGEMENT

- Accomplish the enrollment and retention goals as described in the Five-Year Enrollment Management Plan resulting in at least fifty additional students yearly for the next five years.
- Enhance evidence-based decision making by the Enrollment Management Team.
- Enhance and optimize specific student endeavors selected for their potential to increase retention.

FISCAL PLANNING

- Increase faculty and staff understanding of financial planning and budgeting topics throughout the budgeting cycle.
- Increase financial communication to address concerns that processes are not transparent.
- Present annual budget to campus.

HEALTHY CAMPUS COMMUNITY

- Together, we will ask: Does this decision
 - a) foster a healthy community
 - b) demonstrate long-term commitment to the health of the community
 - c) consider the needs of everyone's health
 - d) inspire individuals and the community to own their own health and wellness?
- Further understand "healthy" and "wellness" as it relates to individuals and the UMR community by exploring current campus culture.
- Adopt a meaningful well-being statement to serve as a guide and foundation for intentional decision making.
- Interweave, within a dynamic and intentional design, wellness principles and practices into all aspects of the campus community.
- Create space, protected time and resources to demonstrate value for wellness opportunities, experiences and practices.
- Communicate a commitment to wellness and well-being.

MARKETING AND BRANDING

- Marketing and communications efforts will derive from our aspiration to influence national educational practice and provide leadership in empirical research regarding teaching and learning.
- Marketing and communications efforts will focus on institution-wide educational outcomes, individual student success, the faculty's published research and UMR's innovative educational culture.
- In collaboration with university admissions, Marketing and Communications will assist in the strategic recruitment of health science students.
- UMR will adopt a consistent brand strategy.

OPERATIONS AND EMERGENCY PLANNING

- Strengthen partnerships with local/regional institutions to share challenges, best practices and resources to address perceived needs during emergency situations.
- Identify internal thresholds that will initiate action.
- Establish common practices in formulating and assessing workloads to better allocate resources.
- Review current operational practices with an emphasis on greater efficiency, redundancy and utilizing system resources.
- Ensure access to the whole campus for all.

VISION DRIVES OUR STRATEGIC GROWTH



UNIVERSITY OF MINNESOTA ROCHESTER
Driven to DiscoverSM

About UMR

In December 2006 after decades of work by citizen-advocates, the University of Minnesota designated the University of Minnesota Rochester as its fifth System campus. Designed for innovation, UMR admitted its first class of undergraduates in fall 2009, offering both the Bachelor of Science in Health Sciences (BSHS) and the Bachelor of Science in Health Professions (BSHP), a collaboration with the Mayo Clinic School of Health Sciences (MCSHS). With six graduating classes, UMR's focus on relationships and research is supporting success for graduates who either enter a health profession immediately or continue their education in a broad range of health-related programs. The creative, efficient BSHS degree provides an exceptional undergraduate foundation to advanced study for career pathways in patient care professions; healthcare research and discovery; public health policy and global health education; resilience, wellbeing and mental health; emerging healthcare technologies; and healthcare leadership and innovation.

UMR Points of Pride

- Students are driven and united by their passion to make a difference in the world through a health career and a life of service to their communities.
- Underrepresented students are doing as well or better than their peers.
- Faculty are driven to discover which educational practices are key to sustaining that equity.
- Underrepresented students comprise more than 60% of the student body, with graduates contributing to the diversification of the healthcare workforce – a development expected to enhance innovation and public health outcomes.
- Nearly all alumni have finished their BS in four years (>90%), an efficiency that can substantially reduce student loan debt.
- 100% of BSHP graduates have entered the workforce in their field.
- The innovative BSHS degree uses a senior year capstone to provide a wide-array of health career pathways to meet the increasing workforce demand.
- Every student is in a relationship with a student success coach who guides life, academic and career choices.
- Students are in high accountability relationships with each other, taking core coursework in cohorts.
- Evidence-based teaching practices are standard, with flipped and active learning as the norm and a 12:1 student-faculty ratio to ensure personal attention.
- Covenant-based, living communities enhance student success.
- In the Center for Learning Innovation, interdisciplinary relationships form a learning-centered faculty and staff community that generates a creative, efficient, high-relevancy curriculum.
- Research results can directly inform educational innovation in a nationally-distinctive commitment for all UMR faculty to focus their primary research on student learning.



UMR Career Pathways

The University of Minnesota Rochester is located in the heart of the medical world, just minutes from the globally respected Mayo Clinic. Our innovative degree programs and integrated curriculum provide students with a foundational undergraduate education that allows them to pursue a wide range of careers in the health sciences field.



THE BUSINESS AND LEADERSHIP OF HEALTH CARE

The management of health care delivery, including hospitals, public health departments and health care systems is an increasingly specialized role that demands a blend of health sciences knowledge with leadership and entrepreneurial skills. UMR's BSHS degree is the right foundation for a career as a leader in managing the delivery of medical services. Leading and managing health care systems, students who pursue this extremely high-demand Career Pathway immerse in leadership experiences and industry training in their senior year with the option to enter the workforce and secure employer support for completion of advanced study.

These UMR graduates seek to make a difference through industry leadership, entrepreneurship and health care management. This leadership Career Pathway can be pursued in conjunction with other Career Pathways.

RESILIENCE, WELL-BEING AND MENTAL HEALTH

Achieving an ongoing balance among all of the elements that contribute to a robust and productive life is a skill that can be acquired through education and practice. Helping others find ways to integrate body, mind and spirit in healthy activities is an exciting and innovative career opportunity for many UMR students.



Making a difference in a key area of need, students who follow this Career Pathway might become:

- social workers
- psychologists
- addiction and recovery counselors
- health and wellness coaches
- integrative medicine practitioners
- child life specialists



PATIENT CARE

Healing bodies and minds is an art, a skill and a science. Students who are interested in a hands-on career offering quality care to patients, families and the community will find UMR's innovative curriculum provides ample preparation for entry into the workforce or for advanced study.

Serving the needs of patients in a variety of urban and rural contexts, students who follow this Career Pathway might become:

- physicians
- dentists
- pharmacists
- occupational therapists
- chiropractors
- ophthalmologists
- radiographers
- respiratory therapists
- physical therapists
- nurse practitioners
- physician's assistants

HEALTH CARE RESEARCH AND DISCOVERY

Tomorrow's groundbreaking health care protocols result from today's research and discovery. Outstanding research opportunities for all UMR students prepare them for careers that apply rigorous investigation and analysis to the grand health challenges of the 21st century.



Pursuing cures and new treatments for cancer, opioid addiction, ALS, diabetes and other grand health challenges, students who follow this Career Pathway engage in real-world research preparing for advanced degrees in areas such as:

- kinesiology and sports medicine
- regenerative medicine
- genomics
- biochemistry
- epidemiology

PUBLIC POLICY AND GLOBAL HEALTH

The ongoing international discussion about health care highlights the critical importance of a deep understanding of the political, social and economic effects of providing access to those who need it. UMR students can explore the implications of the delivery of health care and can create careers based on the creation of policy that addresses societal concerns. Working with others to create social impact, health equity and environmentally responsible practice, students who complete this Career Pathway often study abroad, engage in experiential learning focused on sustainability, or complete internships in government agencies before going on to study public health, law, political science, international relations or public affairs.



Careers in this Pathway include:

- service as elected officials
- global health educators
- health care policy reform advocates

EMERGING HEALTH TECHNOLOGIES

The ever-growing complexity of modern health care demands solutions that simplify practices and serve patients. UMR students who aspire to careers in this area will systematically bring their knowledge and skills to solving health problems through the creation and application of innovative technologies.



Staying on the cutting-edge of technological advancements in health care, students who follow this high-demand Career Pathway study:

- data science
- bioinformatics
- artificial intelligence
- medical lab science
- medical device innovation
- electronic medical records

Minnesota Health Care Demand and Projections, November 2018

Soc Code	Job Title	Current Demand Rank	Current Demand Indicator	25th Percentile Wage	Median Wage	Projected 2016-2026 Growth Rate	Projected 2016-2026 Openings	Training Requirements
Bachelor's Degree								
291141	Registered Nurses	2	★★★★★	\$64,365/yr	\$78,352/yr	11.0%	42,029	None
211014	Mental Health Counselors	37	★★★★★	NA	NA	16.8%	5,576	Internship/ residency
119111	Medical and Health Services Managers	84	★★★★★	\$78,138/yr	\$99,437/yr	18.5%	8,051	None
292011	Medical and Clinical Laboratory Technologists	142	★★★★	NA	NA	10.9%	3,161	None
211011	Substance Abuse and Behavioral Disorder Counselors	148	★★★★	NA	NA	12.7%	3,202	None
211015	Rehabilitation Counselors	169	★★★★	\$29,997/yr	\$37,056/yr	-5.2%	3,715	None
299011	Occupational Health and Safety Specialists	206	★★★★	\$64,758/yr	\$79,117/yr	5.5%	949	None
291031	Dietitians and Nutritionists	258	★★★	\$53,198/yr	\$61,233/yr	10.3%	967	Internship/ residency
291125	Recreational Therapists	273	★★★	\$39,725/yr	\$48,082/yr	12.9%	404	None
299091	Athletic Trainers	276	★★★	\$42,786/yr	\$48,536/yr	20.5%	595	None
211091	Health Educators	350	★★	\$43,189/yr	\$54,507/yr	9.4%	2,045	None
Master's Degree								
291171	Nurse Practitioners	42	★★★★★	\$96,477/yr	\$112,780/yr	27.8%	2,938	None
291071	Physician Assistants	78	★★★★★	\$96,114/yr	\$112,296/yr	30.9%	1,814	None
211022	Healthcare Social Workers	110	★★★★	\$48,676/yr	\$58,867/yr	12.4%	3,908	None
211023	Mental Health and Substance Abuse Social Workers	133	★★★★	\$41,074/yr	\$49,391/yr	15.4%	3,756	None
291151	Nurse Anesthetists	171	★★★★	\$159,221/yr	\$181,344/yr	16.0%	1,187	None
291122	Occupational Therapists	183	★★★★	\$65,976/yr	\$73,891/yr	11.0%	1,549	None
291161	Nurse Midwives	329	★★	\$89,670/yr	\$105,096/yr	15.1%	172	None
Doctoral Degree								
291123	Physical Therapists	43	★★★★★	\$71,967/yr	\$82,833/yr	17.8%	2,612	None
291051	Pharmacists	91	★★★★★	\$116,687/yr	\$135,094/yr	5.6%	3,084	None
291062	Family and General Practitioners	99	★★★★★	\$164,175/yr	\$200,858/yr	14.7%	1,285	Internship/ residency
193031	Clinical, Counseling, and School Psychologists	109	★★★★	\$61,787/yr	\$79,661/yr	11.9%	3,313	Internship/ residency
291063	Internists, General	135	★★★★	\$198,371/yr	NA	12.8%	558	Internship/ residency
191042	Medical Scientists, Except Epidemiologists	139	★★★★	\$52,432/yr	\$69,349/yr	12.8%	2,349	None
291021	Dentists, General	166	★★★★	\$144,106/yr	\$182,139/yr	8.4%	705	None
291066	Psychiatrists	203	★★★★	\$144,217/yr	NA	15.8%	212	Internship/ residency
291065	Pediatricians, General	209	★★★★	\$157,700/yr	\$198,804/yr	13.0%	N/A	Internship/ residency
291067	Surgeons	214	★★★	NA	NA	15.2%	564	Internship/ residency
291011	Chiropractors	280	★★★	\$52,966/yr	\$70,538/yr	11.2%	419	None
291064	Obstetricians and Gynecologists	295	★★★	\$177,940/yr	NA	14.7%	271	Internship/ residency
291181	Audiologists	315	★★★	\$70,689/yr	\$79,983/yr	12.3%	139	None
291041	Optometrists	377	★★	\$87,898/yr	\$117,573/yr	15.7%	377	None
191021	Biochemists and Biophysicists	454	★	\$56,239/yr	\$72,370/yr	14.0%	1,041	None

Source: DEED Occupations in Demand and Employment Outlook



DEVELOPMENT PLAN - VOL. I

DESTINATION MEDICAL CENTER
ROCHESTER, MINNESOTA

VOLUME I - EXECUTIVE SUMMARY AND PHASE I STRATEGIES

UMR Enrollment, Revenue, and Investment Scenarios -- Executive Summary

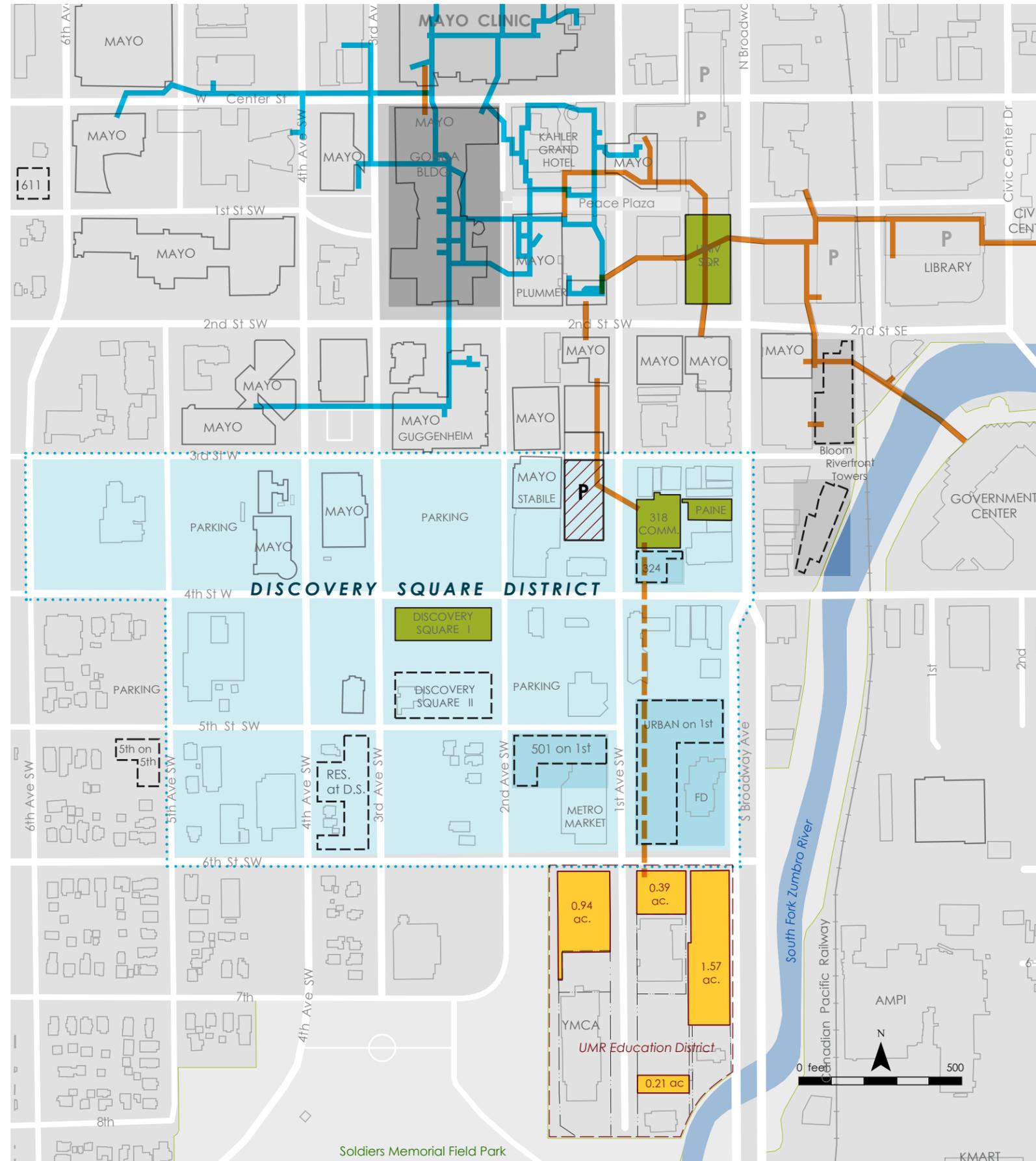
	TODAY	BOLD	BOLDER	BOLDEST
1 Total Undergraduates	519	750	1000	1500
2 <i>NHS</i>	169	250	350	500
3 <i>Transfer</i>	40	40	50	60
4 Total PGP (Partnership/Grad/Professional)	183	250	500	1000
5 Total Enrollment	702	1000	1500	2500
6				
7				
8 New \$ from tuition due to enroll increase		\$ 2,578,000	\$ 6,078,000	\$ 13,078,000
9 Coverage of new Discovery Sq. Lease		\$ (400,000)	\$ (400,000)	\$ (400,000)
10 Increase in recruitment scholarships/other		\$ (850,000)	\$ (1,100,000)	\$ (1,700,000)
11 Additional capital/lease costs not covered elsewhere				
12 Failure for revenues to maintain with inflation				
13 Available new resources thru enroll increase		\$ 1,328,000	\$ 4,578,000	\$ 10,978,000
14				
15 Max Additional Employee Headcount*	92	14	47	113
16				
17 Program Space	ASF	Need	Need	Need
18 Classroom/learning spaces/labs	37,735	32,270	48,617	80,883
19 Office spaces	15,150	17,400	22,800	33,600
20 Collaborative	18,838	16,486	28,502	25,574
21 Other Spaces	9,590	9,532	14,298	23,830
22 Total ASF	81,313	75,688	114,217	163,887
23				
24 Housing	Beds today	Beds	Beds	Beds
25 Beds 90% yr 1/20% yr 2+	267	260	364	520
26 Beds 90% yr 1/90% yr 2/20% yr 3**	267	445	593	890
27				
28				

29 *Additional employee headcount assumes \$97,000 average FTE cost.
 30 Assumes current state+tuition keeps up with inflationary costs.
 31 Assumes additional lease/debt service/capital costs/buildout covered by non-tuition sources.
 32 **Research-based retention-boosting practice.

UMR Annual Enrollment, Reveue, and Investment Requirements

	BOLD SCENARIO	A	B	C	D	E	F	G	H
					Paine				University Square
1	Fall	2018	2019	2020	2021	2022	2023	2024	2025
2	Fiscal Year	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
3									
4	Total UG	519	552	585	618	651	684	717	750
5	NHS	169	184	195	206	217	228	239	250
6									
7	Total PGP	183	193	202	212	221	231	240	250
8									
9	Total Students	702	745	787	830	872	915	957	1000
10									
11	Maximum Headcount	92	94	96	98	100	102	104	106
12									
13	Beds Needed 90%/20%	176	191	203	214	226	237	249	260
14	Beds Needed 90%/90%/20%	301	328	347	367	386	406	425	445
15									
16	Incremental revenue over FY19		\$ 340,000	\$ 700,000	\$ 1,050,000	\$ 1,470,000	\$ 1,840,000	\$ 2,200,000	\$ 2,578,000
17	Deducts Discovery Square 1		\$ (400,000)	\$ (400,000)	\$ (400,000)	\$ (400,000)	\$ (400,000)	\$ (400,000)	\$ (400,000)
18									
19	Remaining for investment		\$ (60,000)	\$ 300,000	\$ 650,000	\$ 1,070,000	\$ 1,440,000	\$ 1,800,000	\$ 2,178,000
20									
21	Bridge needs								
22	Scholarships		\$ (100,000)	\$ (256,000)	\$ (420,800)	\$ (594,400)	\$ (676,800)	\$ (676,800)	\$ (676,800)
23	Faculty/Staff/Recruiters		\$ (291,000)	\$ (582,000)	\$ (485,000)	\$ (291,000)	\$ (194,000)	\$ (97,000)	
24	Paine Replacement Buildout				\$ (675,000)				
25	Res Hall Needs			???	???				
26	Total Bridge Needs		\$ (391,000)	\$ (838,000)	\$ (1,580,800)	\$ (885,400)	\$ (870,800)	\$ (773,800)	\$ (676,800)
27									
28	NET REMAINING		\$ (451,000)	\$ (538,000)	\$ (930,800)	\$ 184,600	\$ 569,200	\$ 1,026,200	\$ 1,501,200

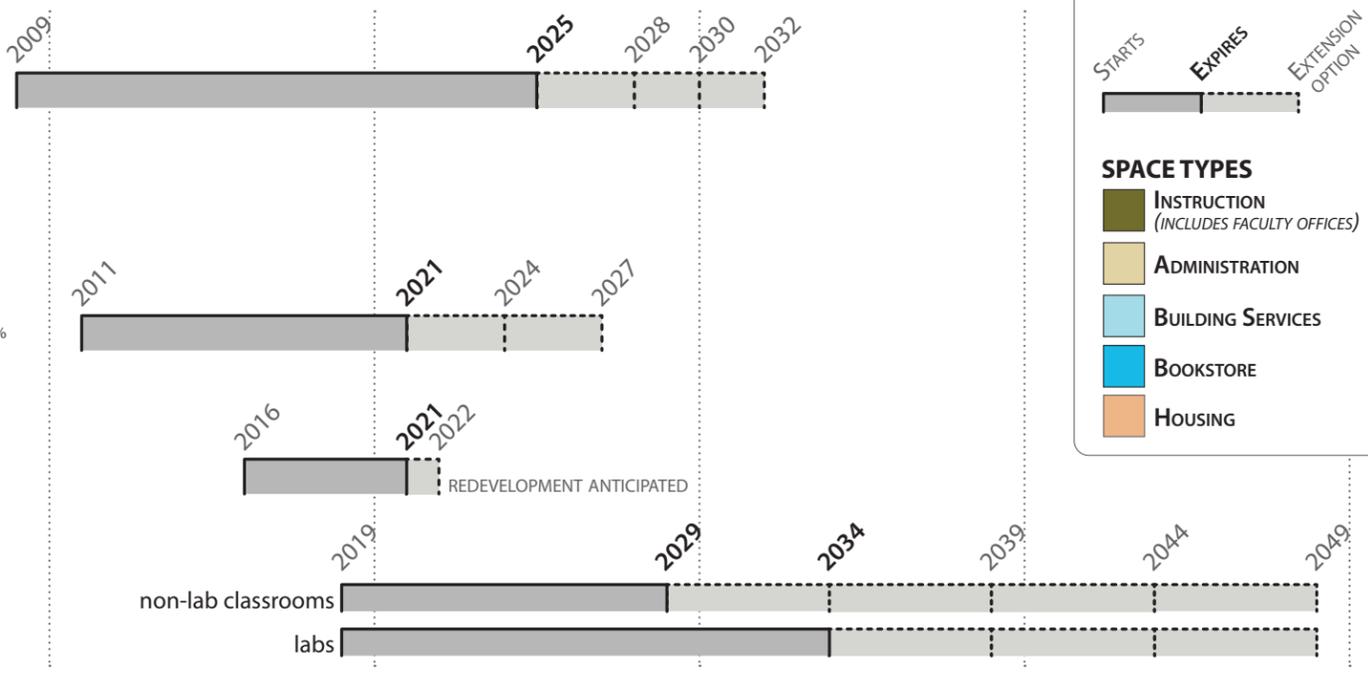
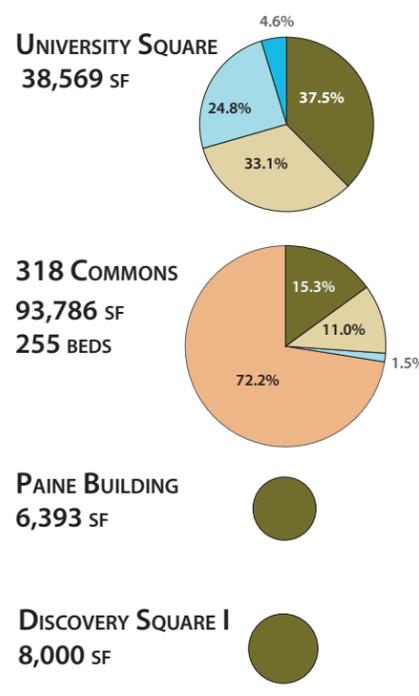
EXISTING CONDITIONS



- University-owned property
- University leased property
- Leased parking (up to 200 spaces total)
- Discovery Square district
- Mayo-occupied buildings
- mixed-use development projects (select)
- skyways (existing) (potential)
- subways (existing)

UMR LEASED SPACE AND TERMS

LEASE NO.	BUILDING NAME	PROPERTY ADDRESS	LEASE START	TERM	LAST EXTENSION END
L-7903	University Square	111 S. Broadway	9/1/2009	8/31/2025	2032
L-8220	318 Commons	318 1st Ave. SW	8/1/2011	7/31/2021	2027
L-9156	Paine Building	309 S. Broadway	6/1/2016	7/31/2021	2022
L-9388	Discovery Square Ph. I	202 4th Street SW	7/1/2019 (est.)	2029 & 2034	2049

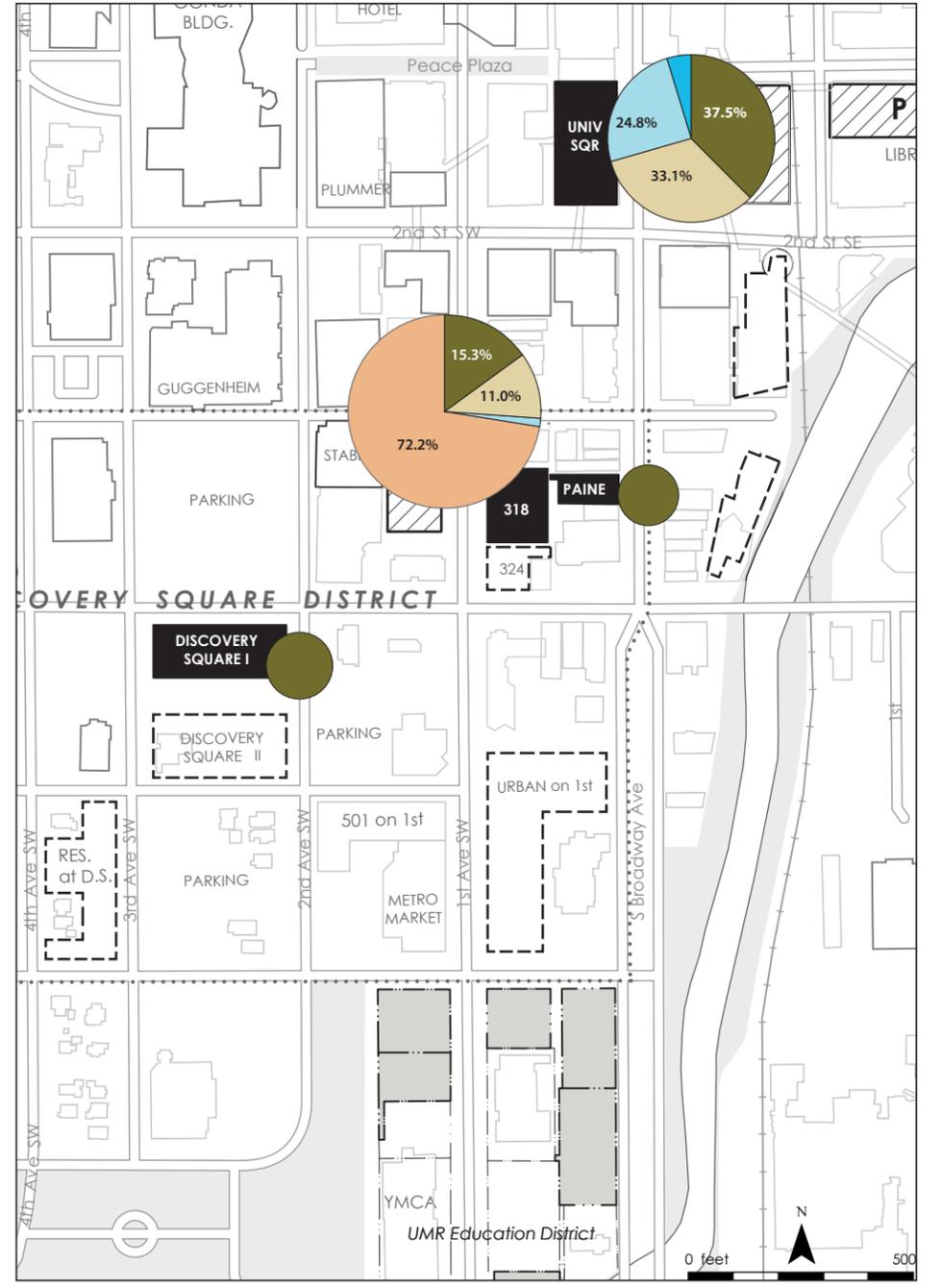


LEASE TERMS AND POTENTIAL RENEWALS

STARTS | EXPIRES | EXTENSION OPTION

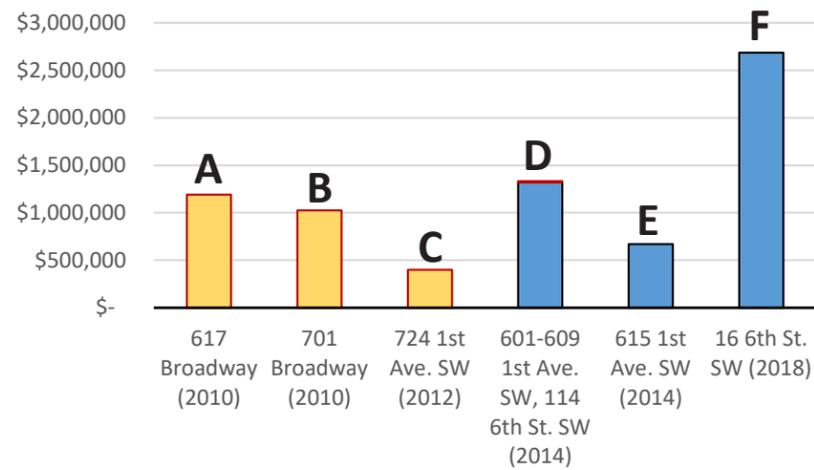
SPACE TYPES

- INSTRUCTION (INCLUDES FACULTY OFFICES)
- ADMINISTRATION
- BUILDING SERVICES
- BOOKSTORE
- HOUSING

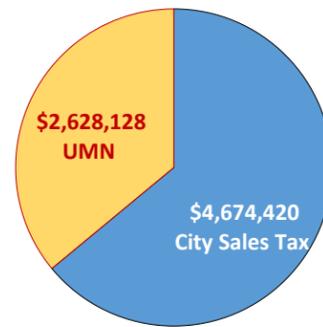


Property Purchases	Former Occupant	City Sales Tax	UMN Funds	total
617 Broadway (2010)	Rico Mex	\$ -	\$ 1,190,000	\$ 1,190,000
701 Broadway (2010)	China Dynasty	\$ -	\$ 1,025,000	\$ 1,025,000
724 1st Ave. SW (2012)	Durst	\$ -	\$ 400,000	\$ 400,000
601-609 1st Ave. SW, 114 6th St. SW (2014)	KTTC, Sands, Stillman	\$ 1,320,000	\$ 13,128	\$ 1,333,128
615 1st Ave. SW (2014)	Boxing Gym	\$ 669,672	\$ -	\$ 669,672
16 6th St. SW (2018)	VFW	\$ 2,684,748	\$ -	\$ 2,684,748
Total Expended		\$ 4,674,420	\$ 2,628,128	\$ 7,302,548

Funding by Property Purchase



Total Funding Participation

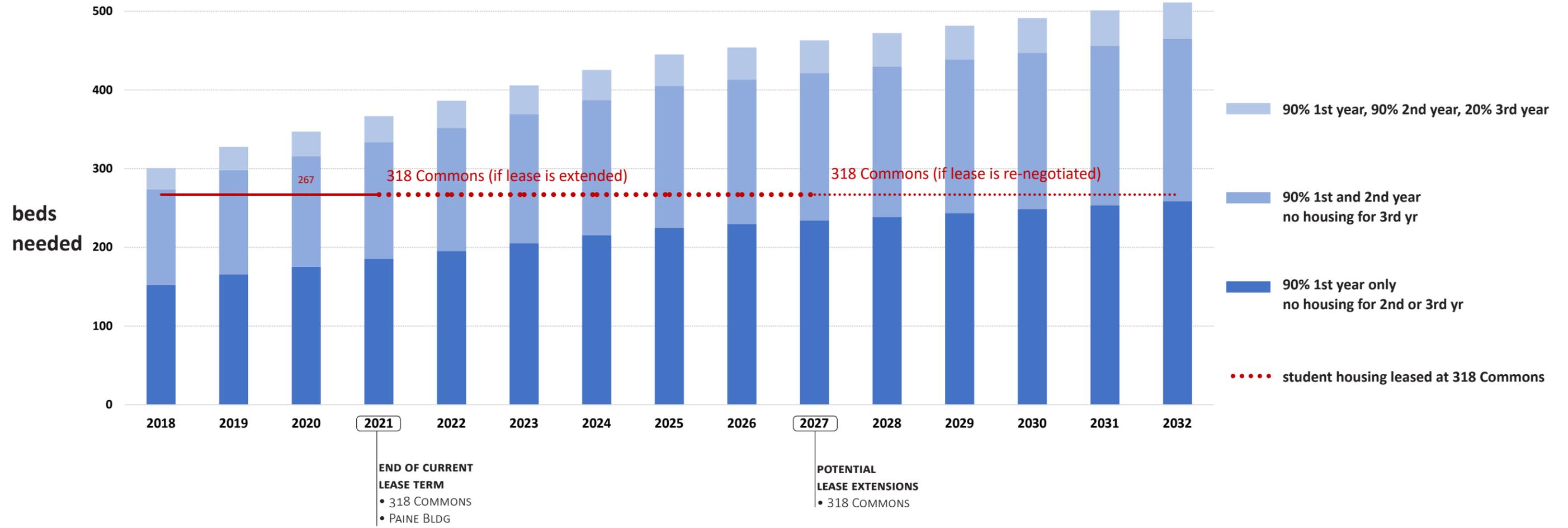


NOTES:

- Approximately \$7m of current sales tax authorization funding remains available for potential use by UMR following the \$1.5m payment for Discovery Square.
- Depending on the pace of tax-generating economic activity, the current sales tax provision is projected to sunset as early as 2026.
- The City has stated that future sales tax authorizations will fund critical improvements to City infrastructure and facilities, not higher education.



PROJECTED STUDENT-HOUSING NEED TO SUPPORT "BOLD" ENROLLMENT GROWTH SCENARIO



Beds Needed by Year	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Bold 90% 1st Year	152	166	176	185	195	205	215	225	230	234	239	244	248	253	258
Bold 90% 2nd Year	122	132	140	148	156	164	172	180	184	187	191	195	199	203	207
Bold 20% 3rd Year	27	29	31	33	35	36	38	40	41	42	42	43	44	45	46
BOLD: total beds needed	301	328	347	367	386	406	425	445	454	463	472	482	491	501	511

University of Minnesota Rochester

Board of Regents

Five Year Undergraduate Enrollment Plan

1. Plan for sustained undergraduate enrollment growth over the next five-year period. Total undergraduate enrollment in our two undergraduate health sciences degree programs (BSHP and BSHS) should increase to approximately 700 by the fall of 2021 (from the current 400 students in fall 2015).

- A. Increases in both retention and enrollment (to total 50 additional students each year for the next five years) are expected given a) targeted recruitment of high school students in health sciences curricular or co-curricular programs; b) relational recruitment philosophy and related strategies; c) launch and stabilization of living learning communities; d) launch and stabilization of new student development endeavors (e.g. Health and Wellness); e) continued use of faculty research on student learning to inform and enhance student success; f) continued optimization of existing structures and services (e.g. Just Ask, Student Success Coaching, etc.); g) enhancement of established curricular and co-curricular community engagement; and h) branding campaign launch and stabilization.
- B. During this period, enrollment growth is expected to come primarily through first-time, first year student enrollment in the BSHS, transfer student enrollment in the BSHP, and first-year course pathways for UMR Nursing students. Recruitment of transfer students to the BSHS will not be a targeted arena of growth during this five-year period.

2. Admit for success. Given the strong relationships among academic performance, select student development variables (e.g. resilience), civic engagement, health science focus emanating from childhood or adolescent experiences with the health care system (e.g. trauma or disease of self or family member), and student success at UMR, this campus should continue to admit to its two undergraduate health sciences degree programs those students who will benefit from the distinctive model and have a high probability of graduating in four years or less. To do so, Admissions should continue to conduct a holistic review of prospective students' records, considering multiple factors (civic engagement, college prep coursework, STEM coursework and STEM GPA, response to admissions prompt regarding "passion for the health sciences", ACT scores, and demonstrated perseverance or resilience discerned through response to "special circumstances" prompt). UMR will continue to document variables associated with student success, adding those variables to the holistic admissions review as possible.

3. Maintain affordability and access for Minnesota students. UMR's undergraduate degree programs must remain affordable and accessible to undergraduate health sciences students from Minnesota. As a land grant university, all of the University of Minnesota System campuses including UMR are committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota. UMR will continue to enroll at least 75% Minnesota residents in the first-year class (BSHS) and the transfer class (BSHP). UMR should continue to attract students from all parts of the state, maintaining our strong enrollment of students from rural Minnesota; in addition, UMR should also attract out-of-state health sciences students to support the health care workforce demand in Southeastern Minnesota. Maintaining UMR's "flat tuition" (the same rate for in-state and out-of-state students) will continue to enhance our ability to attract students to meet Minnesota's health care workforce demands.

4. Provide a high-quality education and student experience. UMR's enrollment goals will require attention to the capacities of its financial, intellectual, and physical resources (curriculum, advising, housing, classrooms), with the goal of continuing to provide an exceptionally high quality, undergraduate, health sciences educational experience with our established distinctive teaching and learning model. Curricular planning and scheduling, as well as student support services, and the resources of the community-integrated physical spaces, must be closely coordinated with enrollment management. Some of the plans over the next five years include:

- a) **Housing:** Accommodating 90% of first-year students; 50% of sophomores; and 10% of juniors (through our living learning communities). Pursuing additional and affordable housing options will become a necessary component of our Campus Master Plan by 2021.
- b) **Advising:** Based on our unique Student Success Coaching model, maintaining an eighty-five or fewer students per Coach ratio. Note that UMR Student Success Coaches provide academic advising, life coaching, teaching of student development courses, and career exploration, with students assigned to one coach for the duration of their undergraduate career.
- c) **Active learning classrooms.** Planning any additional learning spaces in keeping with current active learning facilities.
- d) **Maintaining availability and appropriate workload of courses for timely completion.** Avoiding scheduling or curricular bottlenecks, increasing class offering times if necessary to maintain curricular support of our strong four-year graduation rate, and assessing and potentially adjusting student workload.
- e) **High-impact practices.** Expanding the capacity and optimizing the effectiveness of established, faculty-led high-impact curricular endeavors as well as co-curricular opportunities, including learning communities in first two years of the curriculum; integrated coursework; writing enriched curriculum; active and collaborative learning; undergraduate research; internships; study abroad; capstone pathways; work study with relevant community partners; living learning communities; and community-based learning.

5. Value ethnic, social, economic, cultural, and geographic diversity. The educational experiences of all students are significantly enhanced by interactions with students from different backgrounds, from other states, and other countries. Diversity and inclusion enhance innovation, necessary to meet the grand challenges in health care. With a strategic Vision to “be nationally recognized for inspiring and empowering undergraduates to solve the health care challenges of the 21st-century” UMR should seek a regional, national and global presence, as part of attracting a broad range of undergraduate health sciences students and serving as a talent magnet for the health care workforce needs of the state. As the diversity of the state of Minnesota increases, the University of Minnesota System and UMR must continue to attract and graduate students from multicultural and underrepresented backgrounds. UMR should be attentive to the diversity in Minnesota high schools in its admissions process. The enrollment plan should continue to build pipelines from other states where health care focused students will be attracted to UMR and continue to diversify our student body. UMR will be especially attentive to recruitment of underrepresented students (students of color, low socioeconomic status, and first-generation), given our established high-impact practices demonstrated to support the retention of all students including those that are underrepresented.

6. Support timely graduation. The University of Minnesota System and UMR should allocate resources to help ensure that the students admitted to its degree programs are adequately supported for retention and graduation in four years or less. Strategies for financial aid must be closely linked to strategies for enrollment management. The four-year graduation rate for all New High School (NHS) students entering UMR should exceed 65% by 2021. Note that a five or six-year undergraduate experience is not a goal for UMR students in our focused, structured curriculum. Underrepresented UMR student graduation rates should be the same as their peers ($\geq 65\%$), given our high-impact practices. The two-year transfer graduation rate of BSHP students should exceed 80%. Additionally, the transfer process will be enhanced through staffing, training, information clarity and accessibility, and communication with community college counselors, with particular focus on BSHP transfer students.

A) Adjust enrollment levels and set tuition rates to ensure adequate tuition revenues.

In conjunction with the University of Minnesota System, the UMR campus may need to adjust enrollment targets and examine tuition rates to provide adequate revenue to support our established, high-impact educational programs. Each year the University of Minnesota System will carefully consider tuition rates based on maintenance and enhancement of quality academic programs, market forces, peer comparisons, available financial aid resources, and adequacy of state support. As stated in the “Affordability and Access” section above, UMR asserts that “Maintaining UMR’s ‘flat tuition’ (the same rate for in-state and out-of-state students) will continue to enhance our ability to attract students to meet Minnesota’s health care workforce demands.”

B) Continue to enhance need-based and merit-based financial aid programs. Overall, the University of Minnesota System maintains a variety of financial aid programs, which roughly can be categorized into need-based (including middle-income support) and merit-based financial aid. In order to ensure fiscal access for Minnesota students, and to attract

the students best suited for UMR's distinctive programs in undergraduate health sciences, both need-based (including middle-income) and merit-based financial aid are imperative. The general allocation of financial aid resources from the University of Minnesota System will be focused on need-based financial aid, but strong institutional support for merit-based scholarships (e.g. evidence of perseverance and commitment to a health-related career) is also needed to attract students with the characteristics known to fuel success at UMR and to contribute to the accomplishment of our strategic Vision.

- C) **Increasing institutional aid as possible.** Some of the additional goals for financial aid policy/practice include:
- a. As a University of Minnesota System campus, UMR will continue to support access for qualified students, and its review of applicants for undergraduate admissions will continue to be need-blind. A student's ability to pay is not a factor in determining admissibility.
 - b. In support of retention and timely graduation, renewable institutional aid will be increased. Financial aid will continue to be targeted to degree-seeking students, and continuation of aid for a student will depend upon the student making satisfactory and timely academic progress toward a degree.
 - c. Financial aid packages will be tailored to each student's circumstances and may include a variety of forms of need-based and/or merit-based aid from numerous funding sources including, but not limited to, University of Minnesota System funds, UMR institutional funds for merit-based scholarships, federal and state aid programs, external scholarships, and donor-directed funds.
 - d. A financial aid package for an individual student will not exceed the federal cost of attendance for any given year.
 - e. UMR should strive to grow renewable institutional scholarship dollars and donor aid by 50%, including a focus on developing a strong alumni association.
- D) **Be attentive to state, national, and global workforce needs.** As a state land-grant University, the University of Minnesota System's overall enrollment planning must be attentive to the workforce needs of the future for the state, the nation, and the world. UMR will contribute to the University of Minnesota's System's aim to increase the number of STEM graduates and address the state's increasing health care workforce needs.



UNIVERSITY OF MINNESOTA
ROCHESTER

Strategic Enrollment Planning

Mission Fulfillment | Board of Regents | 2.7.19



UMR'S VISION

UMR will **INSPIRE TRANSFORMATION** in higher education through **INNOVATIONS** that **EMPOWER** our graduates to **SOLVE THE GRAND HEALTH CARE CHALLENGES** of the 21st century.



Minnesota's health care workforce demands are accelerating.

more than **10% INCREASE** in
28 HEALTH CARE CATEGORIES



**UNDERGRAD
REQUIRED**



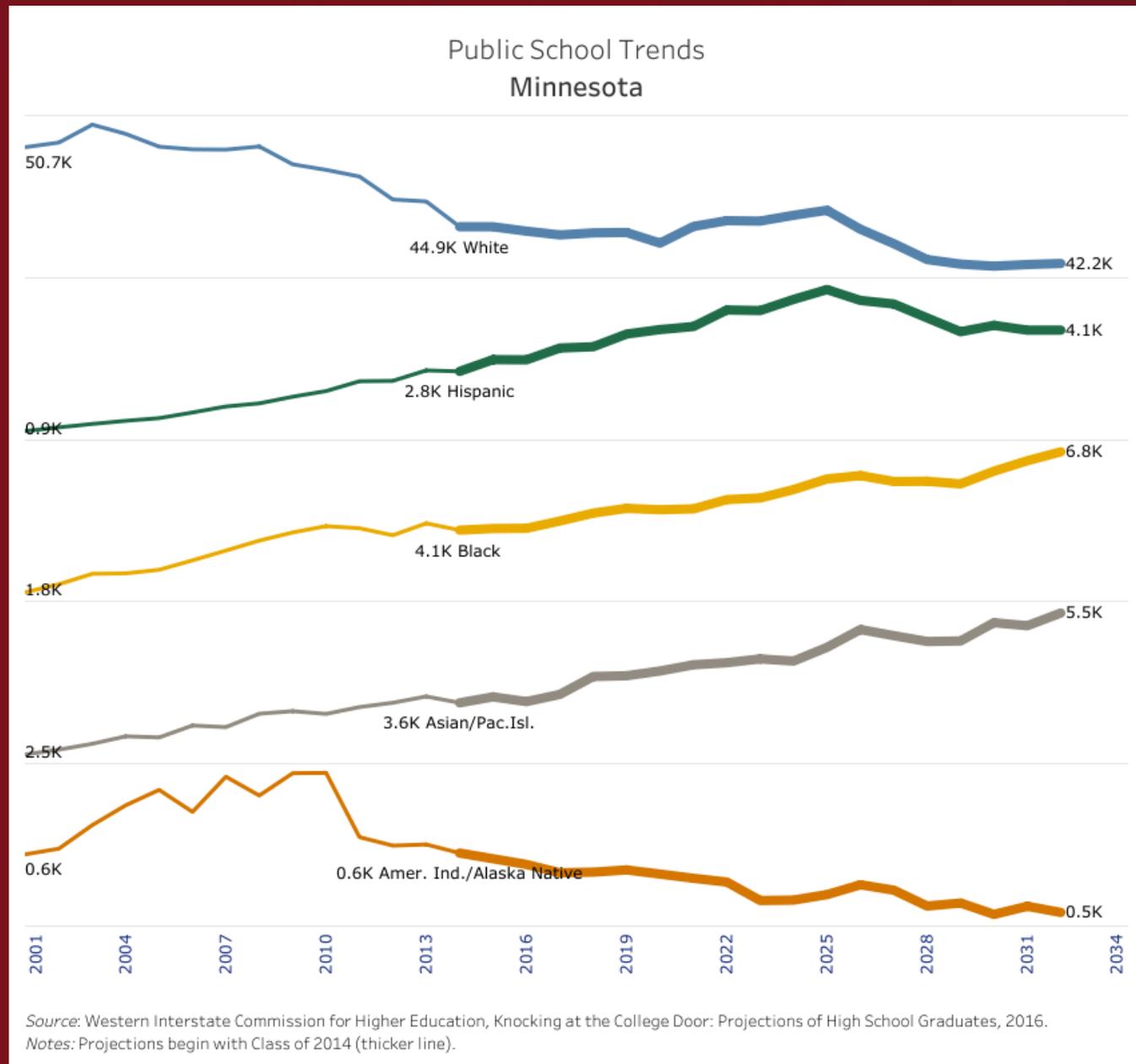
92,449
new jobs by 2026



nearly all of these jobs pay a **LIVING WAGE**
for a full family living in Minnesota

Source: The Minnesota Department of Employment and Economic Development

Minnesota's new high school graduates are becoming increasingly diverse.



The Rochester campus is uniquely qualified to be a significant part of the solution.



>90% of UMR graduates finished in **FOUR YEARS** or fewer



100% of BSHP grads entered the workforce in their field



NO "ACHIEVEMENT GAP"



The Rochester campus is uniquely qualified to be a significant part of the solution.



ONE FOCUS, UNLIMITED POSSIBILITIES



We can address the state's health care workforce demand in part by investing in bold enrollment growth on the Rochester campus.



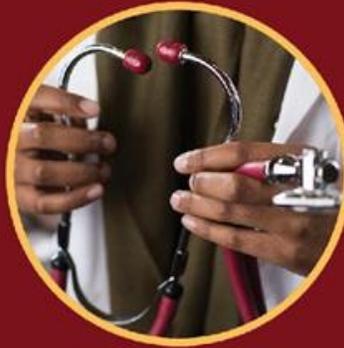
How are we going to do it? Efficient expansion of career pathways in six key areas:



Patient Care



**Resilience,
Well-Being and
Mental Health**



**The Business
and Leadership
of Health Care**



**Emerging Health
Technologies**



**Public Policy and
Global Health**



**Health Care
Research and
Discovery**

How are we going to do it?

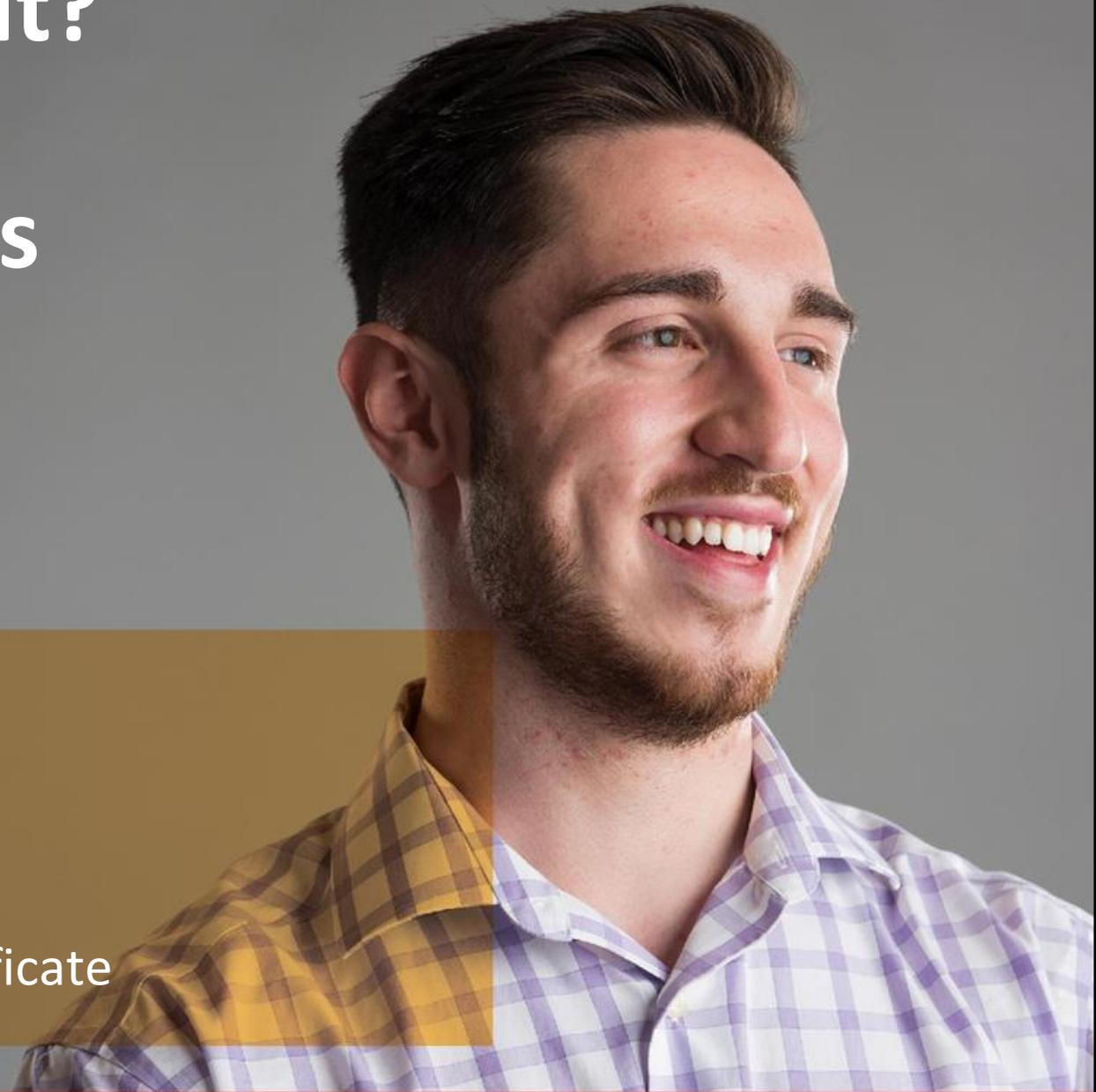
Partner to offer existing certificates and programs in Rochester.

Examples:

Health Coaching Certificate

Bioinformatics (MS/PhD)

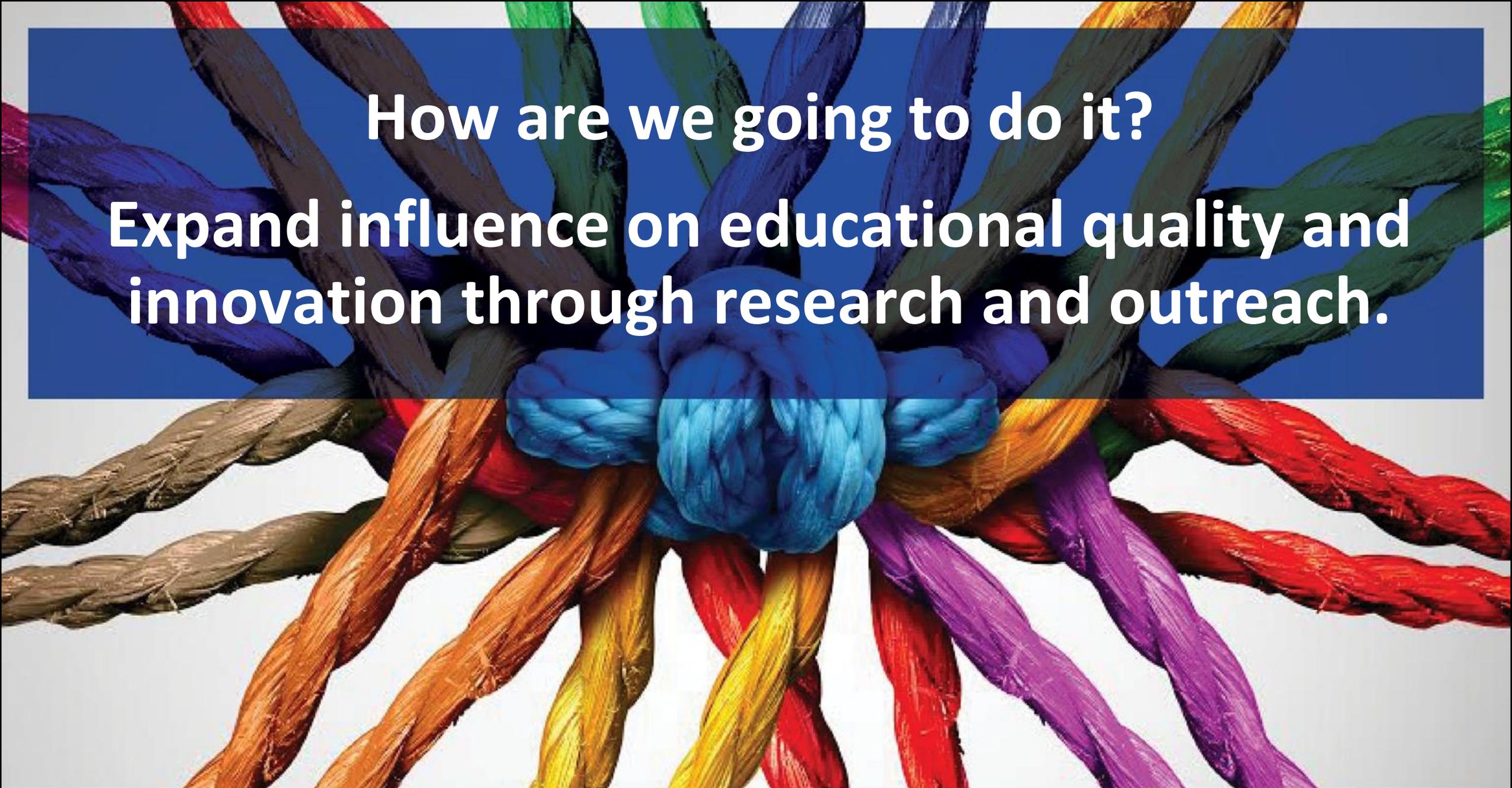
Integrative Therapies & Healing Practices Certificate





How are we going to do it?
Launch *Invest in Success*
funding model with
industry partners.





How are we going to do it?

Expand influence on educational quality and innovation through research and outreach.



BOLD ENROLLMENT GROWTH



Goals and Requirements for Success

Four-year scholarships

Expanded recruitment

**Essential additional
personnel**

**Essential space
requirements: student
residence and faculty
space**

Increase efficiency

- Optimal use of the creative curriculum for pathways
- Maximized use of current instructional space for partner programs
- Continued improvement of student outcomes





Mason Schlieff



Mohamed Addani



UNIVERSITY OF MINNESOTA

Driven to Discover[®]

Crookston Duluth Morris Rochester Twin Cities

The University of Minnesota is an equal opportunity educator and employer.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 7, 2019

AGENDA ITEM: Update on Twin Cities 5-Year Enrollment Plan

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Robert B. McMaster, Acting Executive Vice President and Provost
Beth Lingren Clark, Associate Vice Provost for Strategic Enrollment Initiatives,
Office of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is to provide an update on the Twin Cities campus 5-year enrollment plan. The plan identified 10 priorities areas for the campus to focus on from 2016-2021:

1. Plan for modest undergraduate growth over the next five years.
2. Admit for success.
3. Maintain affordability and access for Minnesota students.
4. Provide a high-quality education and student experience.
5. Maintain commitment to transfer students.
6. Value ethnic, social, economic, and geographic diversity.
7. Support timely graduation.
8. Adjust enrollment levels and set tuition rates to provide adequate revenues.
9. Continue to enhance need-based and merit-based financial aid programs.
10. Be attentive to state, national, and global workforce needs

The item will include an update on the enrollment plan, and an overview of new data, initiatives, and strategies.

The Board of Regents approved the plan in March 2016.

University of Minnesota-Twin Cities
2018-2023 Undergraduate Enrollment Plan
Office of Undergraduate Education
Summer 2018

The University of Minnesota has a long and distinguished history of providing a world-class undergraduate education. The mission statement for the UMTC's Office of Undergraduate Education is clear: Provide a distinctive, transformative educational experience of the highest quality in an urban environment within a research university that cares deeply about the quality of teaching and learning to prepare students for challenging and productive careers, positions of leadership in our society, graduate or professional education, and lifelong learning.

Undergraduates studying at the University have many advantages over our peer institutions, including access to the resources of a dynamic urban environment for internships and employment, 150 majors and 135 minors to choose from, the possibility of coursework in professional schools and colleges (public health, law, pharmacy), and use of cutting-edge academic facilities. The U of M attracts the very best students from the state of Minnesota while continuing to increase the number of Minnesota admissions. At the same time, the U of M continues to enhance its national and international reputation.

The Twin Cities enrollment plan approved by the Board of Regents in March 2016 identified 10 priority areas that the campus will focus on over a five-year period. This document updates the 2016 plan with new data, initiatives, and strategies. The priorities are as follows:

- 1. Plan for modest undergraduate growth over the next five-year period**
- 2. Admit for success**
- 3. Maintain affordability and access for Minnesota students**
- 4. Provide high quality education and student experiences**
- 5. Maintain commitment to transfer students**
- 6. Value ethnic, social, economic, and geographic diversity**
- 7. Support timely graduation**
- 8. Adjust enrollment levels and set tuition rates to provide revenues**
- 9. Continue to enhance need-based and merit-based financial aid programs**
- 10. Be attentive to state, national, and global workforce needs**

The work in this plan is guided by the Strategic Enrollment Management Committee which meets regularly to determine the priorities and action strategies for the enrollment plan while guiding committees. These standing committees include: College Retention Committee (2018), Curriculum Committee (2015), Data Committee (2013), and the Multicultural Student Success Committee (2018).

Committee Membership

Chair

Beth Lingren Clark, Associate Vice Provost for Strategic Enrollment Initiatives

Committee Members

Sean Garrick, Assistant Vice Provost of Equity and Diversity

Barbara Kapplar, Assistant Dean, International Student & Scholar Services

Na'im Madyun, Associate Dean, College of Education and Human Development

Robert McMaster, Vice Provost and Dean of Undergraduate Education

Laurie McLaughlin, Director Housing and Residential Life

LeeAnn Melin, Associate Vice Provost for Student Success

Heidi Meyer, Executive Director of Admissions

Peter Radcliffe, Director of Undergraduate Analytics

Jennifer Reckner, Assistant to the Vice Provost for Undergraduate Education

Paul Strykowski, Associate Dean, College of Science and Engineering

Maggie Towle, Vice Provost for Student Affairs

Susan Van Voorhis, Associate Vice Provost, Academic Support Resources

1. Plan for modest undergraduate growth over the next five-year period.

Twin Cities Campus Enrollment Management Process

Each year, the Office of Undergraduate Education and the Office of Admissions conduct individual meetings with the college Deans and Associate Deans to evaluate existing enrollment, retention, graduation, and constraints with courses. Through these conversations, current and future capacities are also determined, with collegiate targets set with a baseline (floor) and a capacity (ceiling). These targets are set three years out and are articulated in dashboard documents and shared with the appropriate campus stakeholders (i.e. Housing, Orientation & Transition Experiences).

Given current collegiate enrollment targets on the Twin Cities campus, total undergraduate enrollment should increase to approximately 33,000 students (from the 30,500 students enrolled in Fall 2015). Figure 1-1 depicts the swings in first-year undergraduate enrollment from the mid-1950s to the present. Maximum enrollment was reached during the Vietnam War years of the mid-1960s while the low point, based on a planned reduction, occurred in the early 1990s when first-year enrollment dipped to 3,262 students.

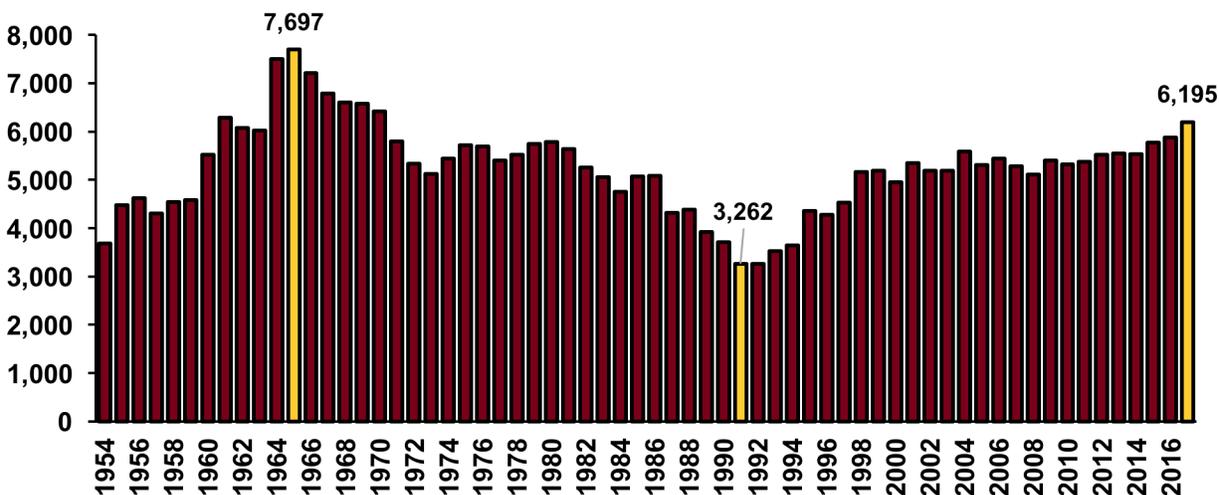


Figure 1-1. Twin Cities Freshman (NHS) Headcount Enrollment Trends 1954-2016

The goal of reaching between 32,000 and 33,000 students assumes that there is additional capacity in certain colleges. Table 1-1 depicts a possible growth model for New High School (NHS) students, New Advanced Standing (NAS) students, and Inter University Transfers (IUTs). For Fall 2017, the UMTC enrolled 6,195 freshmen—nearly 300 over the target of 5,900. Despite this over-yielding, the targets will remain at approximately 6,000 for the next few years with a slight increase to 6,100 in Fall 2021 to accommodate the planned growth. Transfer targets will remain between 2,250 and 2,275 for fall and between 870 and 880 for spring. The UMTC will continue to enroll a larger percentage of transfer students than our peers, as approximately 35 percent of the overall enrollment matriculates through the transfer route.

College	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	
<i>New Freshman (NHS) Potential Targets</i>									
Fall NHS	6,195	6,000	6,000	6,000	6,100	6,100	6,100	6,100	
<i>New Transfer (NAS/IUT) Potential Targets</i>									
Fall NAS	2,268	2,250	2,250	2,250	2,275	2,275	2,275	2,275	
Fall IUT	191	200	200	200	200	200	200	200	
Spring NAS	850	870	880	880	880	880	880	880	
<i>Total Undergraduate Headcount Enrollment</i>									
Total UG	31,535							32,900	

Table 1-1. UMTC Enrollment Growth Model for Academic Year 2017-18 through 2024-25

Setting Goals for Twin Cities

Each year, the UMTC looks closely at the metrics for the freshman class, based on administrative and Board of Regents goals (Table 1-2). In terms of the geographical distribution, the UMTC goal for the freshman class is 65 percent students from Minnesota, 15 percent reciprocity students, 14-15 percent non-resident (NRNR) students, and 5-6 percent international students. The percent students from Minnesota for transfer students is closer to 70 percent. Of course, these percentages will vary from year to year. In terms of non-resident/non-reciprocity students, our primary pipelines and enrollments (outside the reciprocity states) include Illinois and California, with new target regions of the New York metro area and the Dallas-Fort Worth area.

Measure	Number	Percent
Total new freshmen (NHS)	6,195	100.0%
Average ACT Score	28.4	
Average High School Rank	86.6	
Female students	3,349	54.1%
Male students	2,840	45.8%
Students of color	1,434	23.1%

Minnesota residents	3,872	62.5%
Wisconsin/North Dakota/South Dakota	962	15.5%
Other U.S. states	979	15.8%
International	382	6.2%

Table 1-2. Characteristics of the Fall 2017 Freshman(NHS) Class

Collegiate-Based Enrollment Plans

Each of the seven freshman-admitting colleges have established their own targets in collaboration with the Office of the Provost. Targets are also set for the President’s Emerging Scholars program (PES) and the University Honors Program (UHP). These targets are re-adjusted each year based on both capacity in the college and University-wide considerations, such as housing and classroom capacity. The basic plan for each college is as follows:

Carlson School of Management (CSOM)

CSOM has continued to grow from its original target of 500 freshmen each year (based on the capacity of Hanson Hall) to over 627 in Fall 2017. Their official Fall 2018 NHS target range is 580 to 600, including 15 students in PES and 52 students in UHP. The CSOM transfer (NAS) target is 80. CSOM applications are consistently strong.

College of Biological Sciences (CBS)

CBS has also seen steady growth from a target of 500 to 590, with plans to grow to 700 in the next few years given the number and quality of the applications. Their official Fall 2018 NHS target range is 600 to 625, including 15 students in PES and 75 students in UHP. The CBS transfer (NAS) target is 65. Given the strong demand for high school students in STEM fields, CBS is a college targeted for growth.

College of Design (CDES)

CDES had a freshman enrollment of 274 in Fall 2017. Their official Fall 2018 NHS target range is 260 to 280, including 10 students in PES and 22 students in UHP. The CDES fall transfer (NAS) target range is 115 to 120 and spring target is 45 to 50. CDES is unlikely to significantly grow given constraints on studio space and resources. CDES is the only college that directly admits all students directly to the major.

College of Education and Human Development (CEHD)

CEHD had a freshman class of 484 in Fall 2017. Their official Fall 2018 NHS target range is 455 to 480. Two hundred of those students will be admitted in PES, including Trio and College English Transitions (CET) students and 20 students in UHP. The CEHD fall transfer (NAS) target is 135 and spring target is 50. CEHD enrolls a high percentage of students of color, first-generation, and Pell-eligible students. They have established one of the strongest first-year experience classes to enhance retention.

College of Food, Agricultural, and Natural Resource Sciences (CFANS)

CFANS had a freshman class of 384 in Fall 2017 with plans for growth to 500 freshman each fall. Their official Fall 2018 NHS target range is 375 to 400 while 35 of those students will be in PES, including students admitted to Land Grant Legacy Scholars program and 32 students in UHP. The CFANS fall transfer (NAS) target is 150 and spring target is 85. Given the strong demand for high school students in STEM fields, CFANS is a college targeted for growth. CFANS has interest in increasing Greater Minnesota students.

College of Liberal Arts (CLA)

CLA had a freshman class of 2,659 in Fall 2017. Their official Fall 2018 NHS target is 2,450, with 235 of those students being in PES and 245 in UHP. The CLA fall transfer (NAS) target 1,250 and spring target is 650. CLA enrolls many students (CLA alternate choice) who have identified CSE, CBS, and/or CSOM as their first-choice college, but due to space limitations, are not admitted to these colleges. Advisors assist these students in identifying CLA majors (including economics; biology, society, and the environment; and the BAs in chemistry, physics, computer science...) that are aligned with their primary academic interests.

College of Science and Engineering (CSE)

CSE had a freshman class of 1,177 in Fall 2017, up from 800 students 10 years ago. Their official Fall 2018 NHS target is 1,150, with 20 of those students being in PES and 160 in UHP. The CSE fall transfer (NAS) target is 300. CSE has the most pressure from high-ability students with thousands of applications each year, and many non-resident applicants select CSE as their first choice. The average ACT for CSE freshmen is close to 32.

Big Ten and Peer-Group Enrollment Comparisons

The University of Minnesota is often considered very large in terms of its undergraduate enrollment. In reality, UMTC enrollment is about average for a large flagship institution, with institutions such as Penn State, Ohio State, Indiana, Texas, and Florida being much larger. Our undergraduate enrollment is similar to University of Wisconsin-Madison, University of Michigan, University of Washington, and University of California Los Angeles (Figure 1-2). Figure 1-3 depicts freshman and transfer enrollment among the Big Ten. UMTC is on the lower end of the groups pertaining to size of our freshman class and on the higher end as it relates to the size of our transfer class. The UMTC graduate and professional enrollment is among the largest in the country, with nearly 18,000 students.

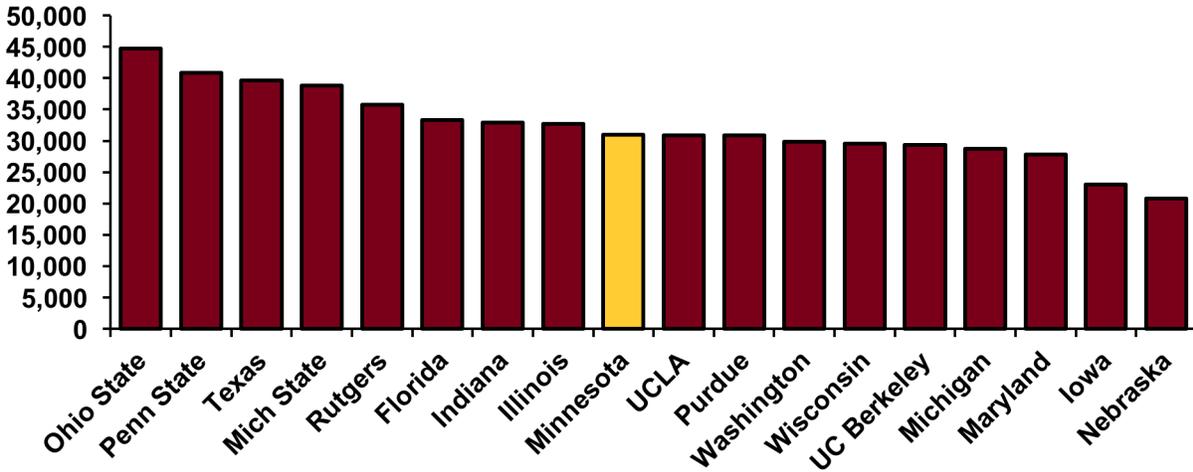


Figure 1-2. UMTC and Peer Degree-Seeking Undergraduate Enrollments

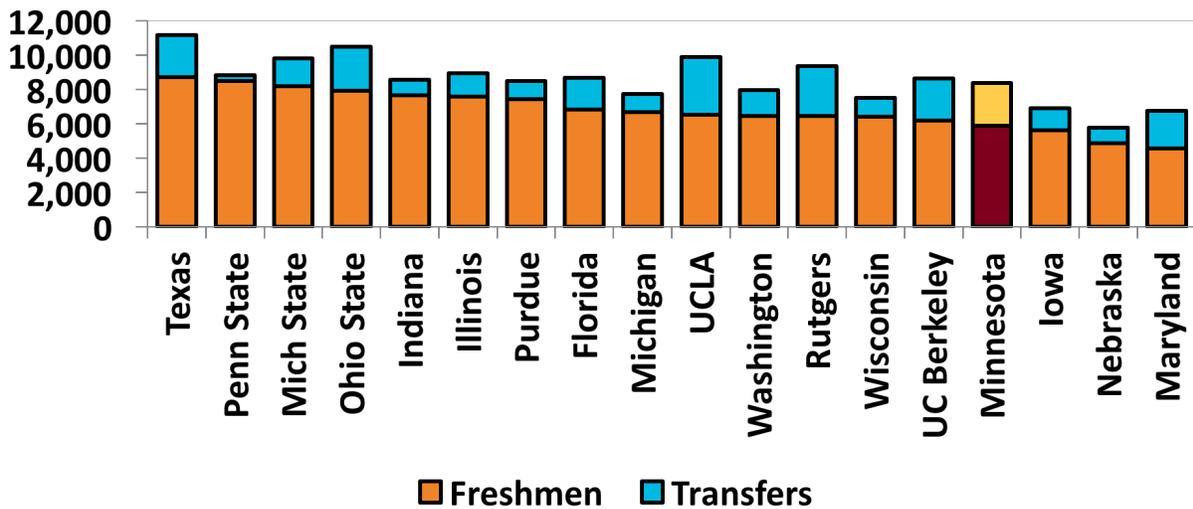


Figure 1-3. UMTC and Peer Freshman and Transfer Enrollments

Where Our Admitted Students Enroll

We can observe where our students enroll if they are admitted and do not matriculate at the UMTC through the National Student Data Clearinghouse (Table 1-3). For students applying to the UMTC from the Twin Cities metropolitan area, the five top institutions include UW-Madison, St. Thomas, U of M Duluth, Iowa State, and St. Olaf (in numerical order). The rankings change with students applying from Greater Minnesota, where U of M Duluth is the top choice, followed by St. Thomas, UW-Madison, North Dakota State University, and Minnesota State-Mankato. Table 1-3 also depicts the rankings for reciprocity, Non-resident (NRNR), and International students. Such analyses help the Office of Admissions to determine our closest competitors, and to develop enhanced recruitment strategies.

Rank	Twin Cities	Greater MN	Reciprocity	Other US	International
1	UW Madison	UM Duluth	UW Madison	Illinois (UIUC)	Illinois (UIUC)
2	St Thomas	St Thomas	UW La Crosse	Iowa	UC Davis
3	UM Duluth	UW Madison	Marquette	UW Madison	UC San Diego
4	Iowa State	NDSU	UW Eau Claire	Iowa State	Penn State
5	St Olaf	MSU Mankato	UW Milwaukee	Ohio State	Ohio State
6	NDSU	North Dakota	NDSU	Indiana	Purdue
7	UW Eau Claire	Iowa State	St Thomas	Purdue	Washington
8	Gust Adolphus	St Cloud State	North Dakota	Michigan	UC S Barbara
9	St Benedict	SDSU	SDSU	Nebraska	Boston U
10	Hamline	UM Morris	South Dakota	Missouri	Rochester
%	41.9% of Total	46.5% of Total	62.8% of Total	31.8% of Total	49.5% of Total

Table 1-3. Where UMTC admitted (but non-enrolling) students enroll (2015-17 combined data).

System-wide Enrollment Management

As the UMTC continues to plan for modest enrollment growth, it is necessary to be mindful of the impact on the U of M System Campuses. The System-Wide Enrollment Management Committee is currently looking at data to better understand the individual application pools, overlap with applications, and enrollment decisions among the campuses. Figure 1-4 depicts the percentage of Minnesota high school graduates who have enrolled as freshmen on each campus of the University of Minnesota system since 1991. Over time, the U of M System has enrolled a consistent percentage of Minnesota high school graduates as new freshmen, increasing slightly in recent years to 11.0% for the fall 2017 entering freshman class. Due to its size and attractiveness, UMTC is a significant competitor for every institution in the region, but analysis suggests that growth on the Twin Cities campus in recent years has not resulted in decreased enrollment for other campuses within the system.

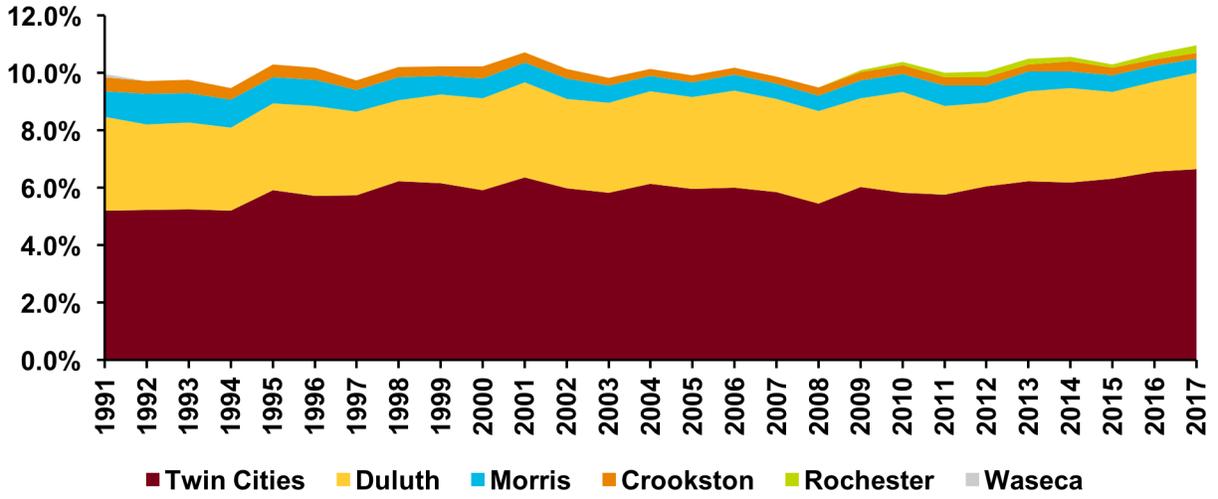


Figure 1-4. Percent of MN high school graduates enrolling on UMN campuses as freshmen, 1991-present

2. Admit for success.

Given the strong relationship between academic performance and student success, the University has continued to admit to its campuses, colleges, and degree programs students who will benefit from the curriculum and who have a strong probability of graduating in a timely manner. To accomplish this, Admissions will continue to conduct a holistic review of prospective students' records, considering both primary factors (academic characteristics such as ACT, coursework, and GPA) and secondary factors (personal characteristics such as leadership, veteran status, and extracurricular activities). Programs, colleges, and campuses must maintain appropriate levels of selectivity to ensure students' preparation for success at the University. The UMTC campus will maintain an average ACT of 28 in the entering freshman classes (established in the University Progress Card - appendix).

The number of applications to the UMTC campus has grown significantly over the past decade, reaching a peak in 2016 at 49,128. Application numbers saw a slight downturn for the Fall 2017 class (Figure 2-1). As the number of applications has risen, the number of offers (admits) has grown because the applicant pool has become stronger, students have more options, and yield rates generally decline. The size of the freshman class has grown by nearly 1,000 students.

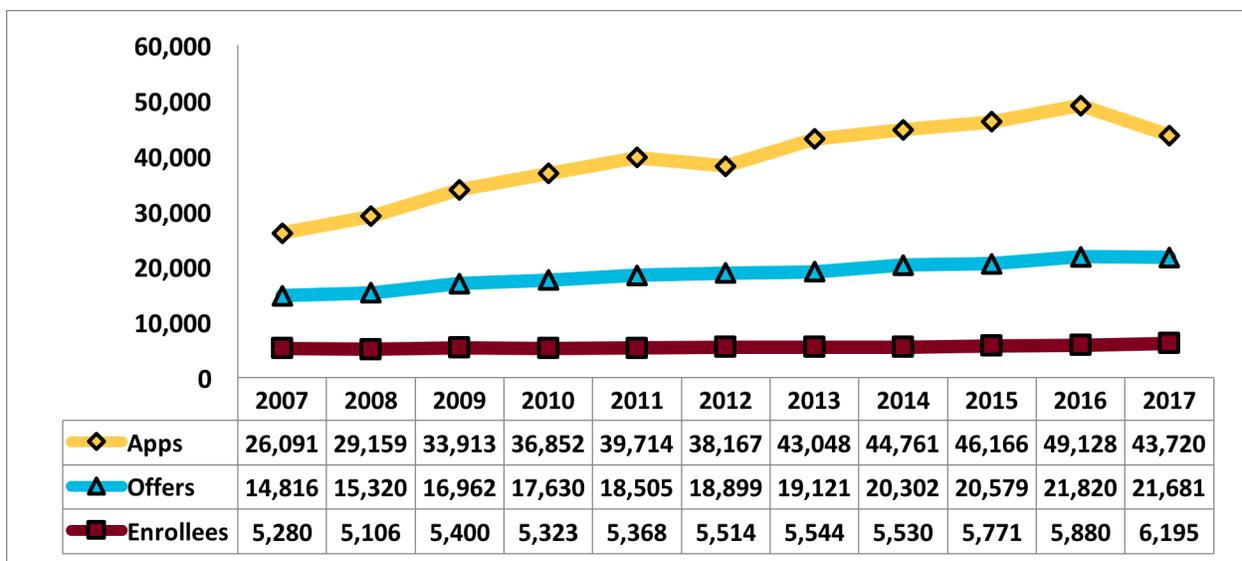


Figure 2-1. Twin Cities Campus Fall Semester New Freshman (NHS) Applicants, Offers, and Enrollees for 10 Years

Holistic Review Process

Most selective institutions use a process of holistic review, meaning that the entirety of an application is considered in the review process. This review allows for each application to be reviewed in the context of their individual situation.

At the University of Minnesota, we believe that selecting students from a highly talented group of applicants requires an individual assessment of all application materials submitted for each student; every application is read in its entirety.

Admission decisions are based on a very careful, overall assessment of each student's academic preparation and performance, as well as the additional information provided in the application, based on the primary and secondary factors listed below. Note that no single factor is the deciding factor in the decision. Applicants are first considered for admission to the colleges listed in their application, in the order in which they are listed. Then, applicants are automatically considered for other U of M freshman-admitting colleges that may be a good fit with their academic interests and preparation.

Primary Factors

Because academic preparation is key to student success in college, the strongest consideration in the decision is given to students' academic preparation, or primary review factors:

- Coursework through high school graduation. (Admitted students typically exceed the University's high school requirements. See course requirements found <https://admissions.tc.umn.edu/freshman/faq.html>.)
- Grades in academic coursework
- Class rank/Grade Point Average (Figure 2-2 and 2-3)
- ACT or SAT scores (Figure 2-4 and 2-5)

Secondary Factors

Individual circumstances listed below are also considered as part of the overall assessment of each application. Enrolling a diverse student body—with students bringing differing experiences, talents, and perspectives to their scholarly community—is essential to achieving the development outcomes of a University of Minnesota education. Our university community is strengthened by our students representing different races, economic backgrounds, geographic origins, genders, religions, ethnicities, sexualities, talents, and beliefs.

Our holistic review takes into consideration the individual circumstances that make each individual student unique. We consider the following secondary factors in our decision review:

- Outstanding talent, achievement, or aptitude in a particular area
- An exceptionally rigorous academic curriculum (enrollment in honors, AP, IB, or college-level courses)
- Strong commitment to community service and leadership
- Military service
- Contribution to the cultural, gender, age, economic, racial, or geographic diversity of the student body
- Evidence of having overcome social, economic, or physical barriers to educational achievement
- First-generation college student
- Significant responsibility in a family, community, job, or activity
- Family employment or attendance at the University of Minnesota
- Personal or extenuating circumstances
- Information received in open-ended questions

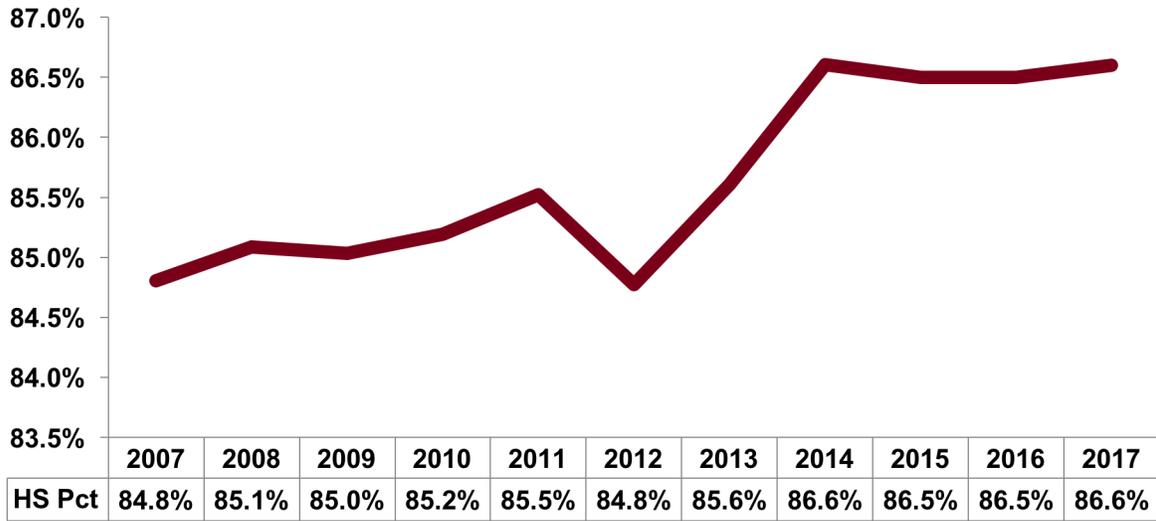


Figure 2-2. Freshman (NHS) Average High School Rank Percentage Twin Cities Over 10-Year Period

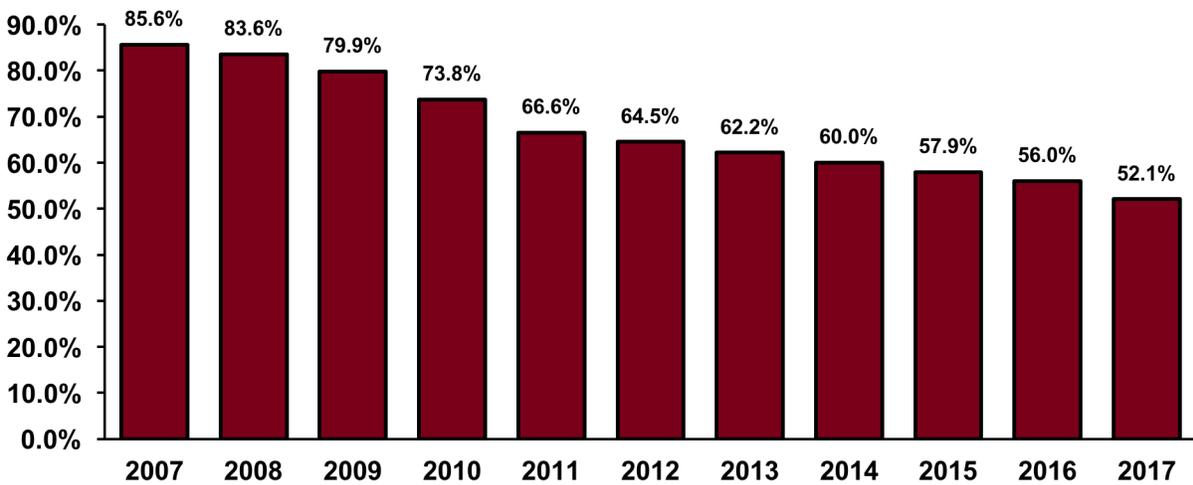


Figure 2-3. Percentage of Twin Cities Campus Freshmen (NHS) from High Schools Reporting Class Rank

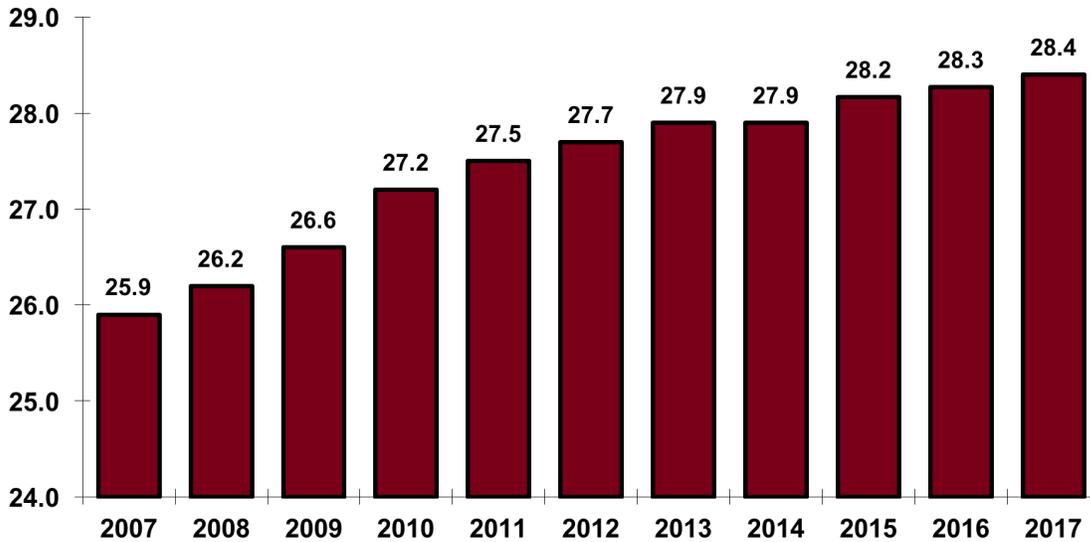


Figure 2-4. Twin Cities Campus Freshman (NHS) Average ACT Composite Score, Fall 2007 to 2017

Although the average ACT is now above 28, a more meaningful number is the middle range of ACT scores that are normally reported by institutions. As the graph depicts, the middle range for 2016 freshman in CSE is 30 to 33 (average of 31.7), whereas the middle range for CEHD is 21 to 27 (average of 24). Each college maintains its own profile based on demand, mission, diversity, and history. The UMTC admits /enrolls many students with ACT scores above 31 (Upper Quartile) and many with ACT scores below 26 (Lower Quartile). While high school rank is a primary review factor in the admissions process, an increasing number of high schools are moving away from utilizing class rank. If we do not have a class rank for a student, the Office of Admissions reviews GPA and rigor of curriculum in place of that primary review factor.

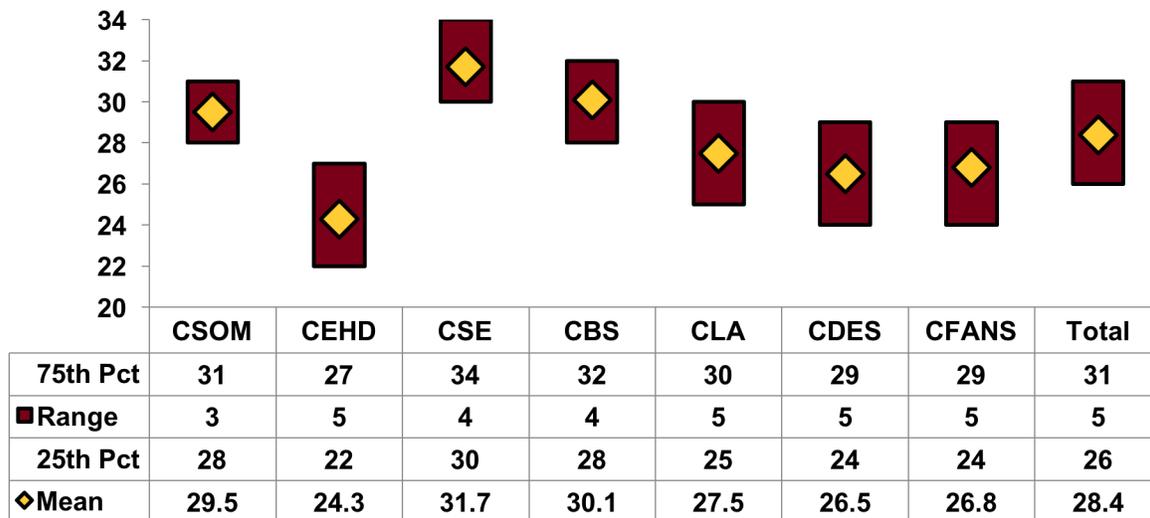


Figure 2-5. Average and Middle-Range ACT Scores for UMTC Freshman-Admitting Colleges

3. Maintain affordability and access for Minnesota students.

The University’s undergraduate degree programs must remain affordable and accessible to a broad cross-section of students from Minnesota. By affordability, we refer to stabilizing or reducing the average inflation-adjusted indebtedness at graduation. By access, we emphasize the point that, as a land-grant university, the University is committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota. The UMTC campus should continue to enroll approximately 65 percent Minnesota residents in the freshman class and approximately 68 percent in the transfer class. However, the University needs to be mindful of the total number, not only the percentage, of Minnesota students who are enrolled (e.g., the percentage could decrease while the total number of Minnesota students might increase).

The UMTC should continue to attract students from all parts of the state, and be attentive to enrolling students from Greater Minnesota. Figure 3-1 depicts the growing number of Minnesota residents in the freshman class, which has grown over a 10-year period (2007 to 2017) from 3,503 students to 3,872 students. Likewise, the total number of undergraduate students enrolling from Minnesota high schools on the UMTC campus has grown from 19,865 to 20,790 (2001 to 2017).

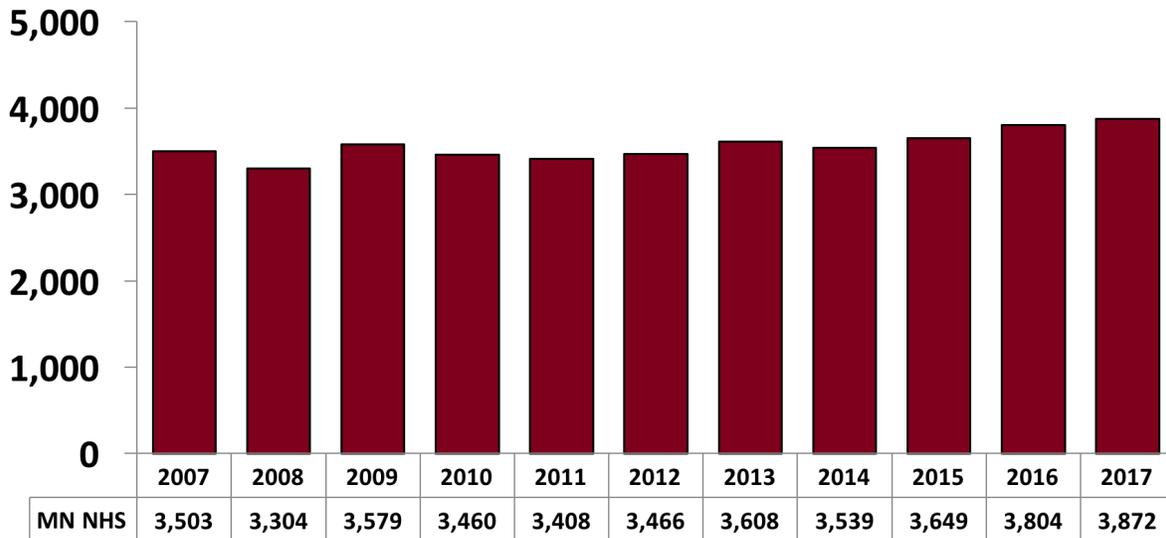


Figure 3-1. Number of Minnesota high school freshmen enrolling on the UMTC campus

Looking at the disaggregated geographical data from 2001 to 2017, the number of freshmen from the Twin Cities metropolitan region has gone up from 2,602 to 2,932 while the number from Greater Minnesota has gone down from 994 to 940. In large part, this is related directly to the Greater Minnesota population decreases. However, the actual percentage of the Greater Minnesota high school graduates attending the UMTC (market share) over this same period has increased from 3.32 percent to 3.7 percent.

It should also be noted that Minnesota residents have access to five University of Minnesota campuses. In discussions around the UMTC enrollment of Minnesota students, it is important to

note that many Minnesotans enroll at the system campuses as well; in Fall 2015, 30,860 (71%) of the 43,457 undergraduates enrolled system-wide were Minnesota residents.

In an effort to make the University more affordable and accessible to Minnesota residents, we created the Promise Scholarship which provides low- and middle-income Minnesota families with financial support. The Promise program helps make college possible for all students throughout Minnesota. In 56 counties, the University of Minnesota provides Promise Scholarships to at least half of undergraduate students enrolled system-wide.

President’s Emerging Scholars Program

The President’s Emerging Scholars Program (PES) is a merit-based scholarship and student success program currently serving over 2,000 students. PES students come from diverse backgrounds with many of the participants being the first in their family to attend college, Pell Grant recipients, and students of color. PES started in 2013 with 478 students, and in 2017, 551 students were admitted into the program. Table 3-1 depicts the historical enrollment profile from 2013 to 2017. The most recent first-year retention rate of PES students who entered Fall 2016, is 90.2%. The most recent four-year graduation rate for PES students who entered Fall 2014, is 52.5%.

Measure	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Headcount	477	515	541	547	548
<i>Preparation</i>					
Avg ACT	21.6	21.8	22.0	21.9	22.3
Avg HS%	78.7	82.2	81.9	81.8	80.0
<i>Geography</i>					
% Twin Cities	69.4%	72.2%	70.6%	76.8%	76.1%
% Greater MN	18.4%	15.3%	15.0%	15.0%	16.8%
% MN Total	87.8%	87.6%	85.6%	91.8%	92.9%
<i>Diversity</i>					
% SOC	57.0%	63.1%	59.5%	63.1%	75.0%
% Pell	57.5%	61.2%	52.9%	57.2%	64.2%
% 1 st Gen	62.3%	64.7%	60.1%	63.6%	70.1%

Table 3-1. PES Historical Enrollment Profile from 2013 through 2017

PES students have access to a number of opportunities that promote success. Some attend the optional Summer Seminar, a 5-day event that helps students prepare for university study during the summer before their first year of college. Once on campus, all first-year students attend a one-day conference that highlights campus resources that support their success as college

students. Throughout students' first two years on campus they meet with an upper-class PES student for peer mentoring. Peer mentor meetings focus on students' academic, career, and personal goals using dialogue and online exercises. Additional programs and workshops are offered throughout the students' undergraduate career.

In addition to a first-year scholarship of \$1,000, PES students who successfully complete all PES expectations receive a second \$1,000 scholarship in their last year of college. Additionally, PES students can apply for scholarships that are exclusively available to PES students including scholarships for study abroad, National Student Exchange, unpaid internships, and undergraduate research.

Land Grant Legacy Scholars Program (LGLS)

The LGLS Program was conceived in Spring 2017, out of the work of the College of Food, Agricultural and Natural Resource Sciences (CFANS) and the Office of Undergraduate Education, to live out our commitment to Minnesota residents and support access for Greater Minnesota students.

The Land-Grant Legacy Scholars (LGLS) Program is a student success and scholarship program that supports students from Greater Minnesota (outside of the seven-county metro area). Land-Grant Legacy Scholars participants are selected based on a holistic review of their application conducted by the Office of Admissions. It offers a four-year experience which includes targeted, programmatic elements designed to support students during their time at the University of Minnesota and build community through a cohort model, as well as a financial scholarship worth \$20,000 over four years. Land-Grant Legacy Scholars also participate in the President's Emerging Scholars Program (PES) and the Dean's Engaged Leaders Program (DELP). These programs are collaborative programs, and provide a unique support platform and experience for students' success.

4. Provide a high-quality education and student experience.

The University must adjust enrollment levels within the capacities of its financial, intellectual, and physical resources (curriculum, advising, housing, classrooms), with the goal of providing a very high-quality undergraduate educational experience. Curricular planning and scheduling, as well as student support services, and the resources of the physical campuses, must be closely coordinated with enrollment management. Providing an exceptional educational experience and improving student success for all undergraduates (as measured by improved timely graduation rates) will require continued investments. The likely source for such investments would be undergraduate tuition and housing fees. This section highlights several of the areas in which we will continue to focus efforts over the next five years.

On-Campus Housing and Residential Life

The basic undergraduate housing plan produced by the 2015 Twin Cities Student Housing Strategy Committee remains in place. This includes accommodating 90 percent of first-year students in University owned and managed housing, 25 percent of first-year students continuing in housing for a second year, and 10 percent of new fall transfers in University housing (this will require approximately 7,000 beds for undergraduates in 2020-2021).

A quality community building first-year residential experience is critical to long-term academic success, retention, and high levels of student engagement. The University's data, collected over the past decade, show that first-year students who live in University housing during their first year have higher GPAs, and higher retention and graduation rates than those first-year students who do not live in University housing.

Research related to college and university housing indicates that there is “remarkably consistent evidence that residential students are more likely than commuters to persist and graduate from college” (Pascarella & Terenzini, 2005). Additionally, research indicates that “students who live on campus participate in more events (extracurricular, social and cultural); have more informational interactions with peers and faculty; and are also more likely to persist and graduate” (Pascarella & Terenzini, 2005; Pascarella, Terenzini & Blimling, 1994); and that students who live in University housing “experienced a smoother social and overall adjustment, as well as institutional attachment as a result of higher levels of interpersonal closeness and feelings of connection” (Kaya, 2004).

University data also indicates that students who live on campus during their second year at the University have higher retention and graduation rates than those students who live off campus for their second year.

Housing & Residential Life provides a variety of high impact student engagement programs/learning opportunities intended to support academic success and personal well-being, as outlined below:

- Residential curriculum for first-year students: The curriculum focuses on the following five areas of well-being: purpose, social, physical, community and financial.

- Living Learning Communities: Designed to deliver a variety of educational, social, and developmental programs and service to support students with their transition to the University community. Many campus departments and colleges partner with HRL to offer a variety of Living Learning Community programs. The Association of American Colleges and Universities has selected Living Learning Communities as a high impact practice that can directly impact a student’s level of success during their college career.
- Groups Model: This engagement model provides students with the opportunity to form their own Residence Hall Groups based around common interests.

Academic Advising

Major enhancements to academic advising continue across the Twin Cities campus. Based on the recommendations from the 2015 Undergraduate Advising Task Force Report, 18 new collegiate advising lines have been added recently to move closer to the recommended 250 students per advisor ratio. According to the 2017 SERU survey, 77.2 % of students reported seeing their advisor monthly or once per semester and students’ advising satisfaction increased with more frequent visits. A lower student to advisor ratio allows for more access, opportunity for stronger relationships and student support. Table 4-1 depicts the Twin Cities advisor to student ratio in spring 2018. NOTE: CSE college advisor ratio for pre-major students. Once in a major, students are assigned a faculty advisor. Ratio increase to 1:275-600 if these students are counted in the college advisors’ caseload.

Average Advisor to Student Ratio by College (as of spring semester 2018)

Carlson School of Management	1:270
College of Biological Sciences	1:240
College of Design	1:292
College of Education & Human Development	1:250-300
CEHD TRIO	1:75-100
College of Food, Agricultural & Natural Resource Sciences	1:250
College of Liberal Arts	1:300
CLA Martin Luther King & President’s Emerging Scholars Programs	1:200
College of Science & Engineering*	1:275

Table 4-1. Twin Cities advisor to student ratio in spring 2018

The newly formed Advising Steering Committee, comprised of advising leaders across campus, continues to meet regularly to address issues and strategies to enhance undergraduate advising.

OUE has invested in central advising training and support resulting in over 45 trainings a year, a central advising webpage for advisors, and a soon-to-be-launched student advising webpage. Continued enhancements to the University's system-wide APLUS tool now provides online scheduling for advisor appointments, improved alerts that notify advisors when students are off track, and comprehensive notes and reporting of student behaviors. These collective efforts demonstrate ongoing enhancements to undergraduate academic advising.

Center for Academic Planning and Exploration (CAPE)

The Center for Academic Planning & Exploration (CAPE) provides holistic academic and career coaching to undergraduate students who are undecided on their major. According to student survey data, 75% of incoming U of M freshmen are at some level of exploration when it comes to their major, as well as up to 50% of our incoming transfer students. With the University's structure of admitting students directly to academic colleges, CAPE serves a critical need to help students navigate our 140+ majors and plan for timely graduation. Since CAPE is housed within the Office of Undergraduate Education, the coaching staff serve as generalists to help students explore across college boundaries and help students to understand the process of transferring between U of M colleges if their interests lie outside of their college of admission.

In the 2016-2017 academic year, CAPE served 514 students through intensive primary services, and an additional 3,924 students through secondary services such as the annual Major/Minor Expo and various outreach events. This was a 22% overall increase from the previous academic year. For students who successfully worked with CAPE through our primary services, 95.6% were retained for the Fall 2017 semester. CAPE also successfully launched the first ever campus-wide Major/Minor Expo event in February 2016. Now in its third year, the Expo has averaged over 900 students who attend to learn about over 160 majors and minors. CAPE also received funding from the International Student Academic Services Fees to hire a full-time coach to focus on major and career support for international students.

University Honors Program

The University Honors Program seeks to provide students with a rich environment in which to pursue an enhanced undergraduate experience. To accomplish this, we offer innovative coursework, specialized advising, a vibrant intellectual community, and unique experiential learning opportunities. These inspire and support our students as they identify, articulate, and overcome the challenges they face as learners and life-long members of a global community.

Our community of talented students, innovative scholars, and devoted staff members welcome about 500 honors students each fall. Honors students enjoy countless opportunities to add value to the exceptional undergraduate education at one of the nation's top research universities. Opportunities include exclusive honors courses and seminars, co-curricular NEXUS experiences, a specialized advising model unique among our peer institutions, a guide to winning national and international scholarships as well as a pathway to graduation with Latin Honors.

Lindahl Center for Student Athlete Advising

The Lindahl Academic Center is committed to supporting student-athletes in achieving academic, athletic, and personal excellence. All student-athletes are assigned an academic advisor to monitor academic progress and athletic eligibility, as well as to assist in course and major selection in consultation with the student-athlete's college/major advisor. Student-athletes have access to computer labs, study space, subject and mentor tutoring, Learning Specialists, community service and leadership opportunities, and career activities offered through Student-Athlete Development.

Advising focus includes:

- On-campus recruiting with prospective student-athletes
- Orientation to the Lindahl Academic Center and campus
- Course Progress Reviews throughout the academic year
- Developmental advising and year-long academic planning
- Monitoring of academic progress and athletic eligibility
- Priority registration
- Assistance with summer school and fifth-year aid for tendered student-athletes
- Direction on pursuing internships, international experiences, post-graduate scholarships, and graduate school admission

One Stop Student Services

One Stop Student Services provides quality, professional service in the areas of registration, enrollment, financial aid, billing, and payment in support of students' academic and financial objectives. Service is provided at three Twin Cities campus locations and through phone and email to all undergraduate, graduate, and professional students, prospective and former students, and faculty, staff, and parents/guests. One Stop provides a high touch, holistic counseling approach with knowledgeable and welcoming staff with the goal of resolving each issue completely, efficiently, and accurately the first time. One Stop provides a robust website with many helpful tools and content, including a self-service knowledge-base, which empowers students with information to assist with their student success. This past year, implementation of a paperless secure form submission process has created efficiencies for students. A proactive outreach approach to assisting students with financial barriers has been successful in improving student retention and timely degree progress and graduation.

Live Like A Student (LLAS) is a financial wellness initiative within One Stop Student Services with the goal of raising awareness of the financial concerns unique to campus life. During the past year, the financial wellness committee created customized presentations for undergraduate students, professional programs, student groups, and international students. Professionally certified staff have had hundreds of one-on-one financial wellness meetings with students to discuss topics of budgeting, credit, money management, and loan repayment, with 98% of students stating that they are likely to make more informed financial decisions following the meeting.

University Veterans Services (UVS) is a unit within One Stop Student Services which assists approximately 750 student veterans and military service members with the certification of their veteran educational benefits. UVS staff provide information to help student veterans with their transition into college, and provide connections and referrals to on-campus and off-campus resources that assist with their student success. Over the past year, UVS collaborated with the University of Minnesota Foundation to create a Veteran Success Scholarship Fund, has continued to honor the commitment of military members and veterans at the annual Student Veterans Appreciation Day, and created multiple external partnerships including the Minnesota House of Representatives Veterans Affairs Division.

Office of Classroom Management

A long-term goal for OCM is migrating additional classrooms to the active learning format, in response to increasing demand from faculty and instructors.

The OCM directly supports high-quality teaching and learning by faculty and students in University teaching and learning environments. OCM is the central point of contact, and single point of responsibility and accountability, for all general purpose classroom, computer lab, and study space issues on the Twin Cities campus. OCM also has system-wide responsibility for academic scheduling. As a national leader in the coordination and operation of classrooms, we are driven to provide the best possible learning experiences to our students, faculty, staff, and visitors. We manage 374 learning spaces across the University of Minnesota’s Twin Cities campus. Table 4-2 depicts all locations.

Classrooms & Computer Labs	338	36	Study Spaces
East Bank	203	20	East Bank
West Bank	95	5	West Bank
Saint Paul	40	11	Saint Paul

Table 4-2. Twin Cities Classroom, Computer Lab and Study Spaces

Tate Hall

The John T. Tate Hall renovation (opened Fall 2017) was a large multi-million-dollar project that involved many campus units and lasted from June to September. All areas of OCM took part in the project. Among the many tasks that needed to be done staff rooms designed new audio and visual components, and delivered quality customer service and operations. In the building, we oversee 10 general purpose classrooms with a total 963 seats.

Study Space Finder

Over the last year OCM contributed to the development and launch of Study Space Finder. Together with University Libraries, Student Unions, Office of Information Technology, Academic Health Center, Classroom Services, and University Services, we connected the Twin Cities campus by offering students a responsive website where they can find places to study. Map pins and images make it easy for students to find comfortable spots to learn, whether they

want group study rooms, computer labs, or coffee shops. Study Space Finder will have more spaces and improvements in the coming year.

Over the next five years, OCM will work on the following initiatives:

- “Right-size the inventory” to meet modern square footage standards (by selectively reducing number of seats in rooms).
- Increase inventory of table and chair rooms by replacing tablet-arm chairs with movable tables and chairs to accommodate modern educational practices.
- Partner with University Services to develop an integrated planning process for renovations and capital projects.
- Partner with colleges and departments to increase active and flexible learning environments. As an example of a partnership with colleges, in Summer 2017, OCM partnered with College of Design to combine two lecture halls (Rapson 54 and 56) into a new 112-seat active learning classroom that supports the unique, collaborative, and team-based structure of the product design program.

Academic Learning Support

The Committee on Academic Learning Support (CALs) was charged by the Office of Undergraduate Education and the University Libraries to review current student learning support services (tutoring, academic skill development, support for writing, research, and technology) and identify opportunities to support and enhance student academic success. The committee found a wide range of learning support offerings across campus but they lack a seamless and coordinated presence on campus. Student need for these services is high and the University struggles to meet student demand, especially during peak times of the semester. The Office of Undergraduate Education will provide leadership through the newly hired Director to oversee SMART Learning Commons and develop a campus-wide Learning Support Network to improve the visibility, access, collaboration, and overall services offered in order to directly impact student academic success.

SMART Learning Commons

The most comprehensive learning support services on the Twin Cities campus is the SMART Learning Commons, a collaboration between the Office of Undergraduate Education and the University Libraries. SMART provides learning support to undergraduate students by offering peer tutoring, group facilitated study sessions, media support, and research consultants. Peer tutoring services are located in the three largest libraries and can staff assist students in over 230 courses at the U of M. The 2017-2018 academic year has seen a great uptick in demand for tutoring services. Fall 2017, SMART Learning Commons recorded 2,929 tutoring visits, which is more than the entire 2016-17 academic year. This increase is due to student demand, more intentional tracking of student contacts, and enhanced marketing for SMART Learning Commons and learning support across campus.

SMART Learning Commons also provide an accessible location for coordinated support services such as writing consultants and English language tutoring with MELP tutors. Staff associated

with the SMART Learning Commons are actively engaged in campus partnerships to help promote and support the academic support services that are available to students.

High Impact Practices

Expanding the capacity for co-curricular opportunities, including undergraduate research (UROP and other programs), internships, learning abroad, and service learning.

Undergraduate Research Opportunities Program

Undergraduate research is one of the most significant learning experiences available to our students. Students involved in research gain a deep understanding of their research area, build mentoring relationships with their faculty sponsors, and experience first-hand the thrill of discovery.

The Undergraduate Research Office promotes the participation of undergraduate students in all parts of the University's research enterprise. We do this by helping students find mentors and by helping faculty to engage undergraduates in their research, creative, and scholarly work. We serve all majors, all colleges, and all campuses in the University of Minnesota system by sponsoring laboratory, field, archival, and survey research, as well as artistic and creative activities of all kinds.

One of our signature efforts is the Undergraduate Research Opportunity Program (UROP) which pays students a \$1,500 scholarship to work with a faculty member on a research project. Similar programs offer scholarships for students doing research while studying abroad (International UROP) and for undergraduates working on Grand Challenge research projects (GC-UROP). We also administer the Multicultural Summer Research Opportunities Program (MSROP) and the Undergraduate Research Scholarships offered to incoming freshmen. Each spring, we produce the Undergraduate Research Symposium, where more than 300 students showcase their work. Our goal is to give students opportunities to work at the forefront of their fields by encouraging and facilitating their participation in the University's discovery process. A specific goal is to increase the number of Undergraduate Research Opportunity Program (UROP) grants awarded annually from 700 to 1,000.

Internships

From the Spring 2016 Outcomes Survey of Recent Graduates (May 2016 cohort)*:

- 56.6% report having completed an internship
 - 48% completed one internship
 - 29% completed two internships
 - 13% completed three internships
 - 6% completed four internships
- Paid vs. Unpaid:
- 56% of internships were paid
 - 41% unpaid
 - 20% earned academic credit and were paid
 - 29% earned credit but were unpaid

The majority of students (88%) state their internship was helpful in preparing them for the workplace/their career. In addition to internships, 26.4% of recent graduates indicated they did a study abroad/away with an internship/practicum component; 11.9% did student teaching; and 22.2% engaged in clinical experiences.

The Spring 2017 cohort is still open. Preliminary numbers:

- 58% report having an internship
 - 50% completed one internship
 - 28% completed two internships
 - 13% completed three internships
 - 5% completed four internships
- Paid vs. Unpaid:
- 57% of internships were paid
 - 36% unpaid
 - 20% earned academic credit and were paid
 - 28% earned credit but were unpaid

Study abroad/away with internship/practicum = 27%
Student Teaching = 10%

**Note: This is Twin Cities, but not College of Science and Engineering or Carlson School of Management (N=1,647)*

Learning Abroad Center

Learning Abroad supports students in meaningful engagement with the world through study, intern, and research opportunities abroad. Learning abroad participation correlates to academic performance, retention, and timely graduation. The LAC works to expand support for aligning programs abroad with on-campus study and prepare students to develop and articulate skills critical to the state's global workforce.

Community Engagement Service Learning

The University of Minnesota system-wide Office for Public Engagement (OPE) was established in 2006 to further the integration of public engagement into the University's research and teaching functions.

Studies have found that building a more contemporary "engaged campus" requires an intentional plan that moves the institution from an "outreach" framework (e.g., the University shares its expertise with the community to serve the needs of the public) to an "engagement" framework (e.g., the University and community co-construct and co-produce solutions to societal issues) (Holland, 2001).

The Office for Public Engagement works with academic programs and engagement units on all five campuses to build capacity to produce high quality public engagement programs and initiatives. OPE also connects the public engagement agenda to the work of the University's various administrative units including faculty affairs, undergraduate education, graduate education, student affairs, equity and diversity, international programs, extension, and others.

Orientation & Transition Experiences

Orientation & Transition Experiences (OTE) continues to offer quality orientation, welcome week, and student transition experiences for first-year, second-year, and transfer students. The mission for OTE is to provide quality transitional experiences that maximize students' potential for personal and academic success. In connection with OTE's mission and the University's retention goals, OTE programs and experiences will support the student transition and sense of belonging by:

- Helping students understand and thrive in their transition
- Creating a welcoming environment
- Communicating academic expectations and pathways
- Sharing information about how to navigate resources
- Fostering community development
- Conveying the importance of student engagement
- Connecting new students with peer leaders

Second Year Experience

The Second Year Experience (SYE) Initiative is a centrally coordinated effort to enhance students' second year in college. As a strategy to improve retention, satisfaction, and the four-year graduation rate, focusing on the second year is the next logical progression following successful results improving first-year retention.

The SYE initiative includes the following:

- Welcome to the 2nd Year email by Vice Provost and Dean of Undergraduate Education
- Email newsletters in early fall focusing on themes of: engagement, major and career, academic support, and daily life
- Second year webpage including a month-by-month road map with specific paths for career development and study abroad
- Second Year Experience Advisory Committee comprised of collegiate staff and central units
- Second Year Student Advisory Group comprised of students in their second year
- SYE Living Learning Community in the residence halls

Specific college initiatives include:

- Courses designed specifically for second year students (CSOM, CBS, CLA)
- Living Learning Communities (Honors, CSE)
- Email newsletters (CEHD)
- Events for second year students (CEHD, CSOM)

Second to third year retention has been on a steady incline with 89.1% retention for the 2015 cohort. This is an increase of 3.6% from the 2012 cohort (85.5%) when the SYE initiative began.

Co-Curricular Engagement

The Office for Student Affairs and other University units offer a variety of ways to become engaged including student groups, activities and events, sports clubs, intramurals, and leadership programs. Survey data also reveal that engagement in these types of activities can contribute to persistence and retention.

Engagement outside of the classroom contributes to a richer college experience, deeper learning, and better career opportunities. Being engaged while in college is more than just being involved; it is about investing time and energy into intentional experiences and reflecting on learning, leadership, and skill development.

Gopher Link Experience Record

In the fall of 2018, the Office for Student Affairs and the Office of Undergraduate Education launched a new tool called GopherLink. The vision for GopherLink is to create widespread knowledge of, and student ownership over, students' co-curricular involvement is used of GopherLink to actively explore, track and reflect on developmental experiences. Simultaneously, the goal is to have greater institutional knowledge and use of student co-curricular involvement data, patterns of engagement, and skill acquisition.

Students can visit [GopherLink.umn.edu](https://gopherlink.umn.edu) to search for engaging opportunities offered by campus departments and student groups, track experiences and reflect on everything done outside of class. Each student's profile contains an experience record that showcases a unique set of experiences during a student's time at the University of Minnesota.

Mental Health

Mental health is the number one public health concern on college campuses today. We know there is a link between poor mental health and poor academic performance, so our campus takes a comprehensive approach to mental health with direct services, peer support, online resources, public health approaches to stress management, and engagement with faculty and staff to recognize and direct students to appropriate resources.

One in three UMN students system-wide report a history of a mental health diagnosis. One in five students report a history of an anxiety disorder or a lifetime diagnosis of depression.

Demand for resources continues to rise, with a 20% increase in visits to Boynton Mental Health Clinic this fiscal year (FY18, through January) compared to last fiscal year. Student Counseling Service (SCS) also saw a seven percent increase in students served last year.

The University is proactive in identifying needs and investing to make more in resources available to students. More than a dozen new, diverse mental health staff members have been hired by Boynton Health and SCS, allowing for more students to access care. Boynton, which operates without a wait list, also remodeled and expanded its East Bank clinic space. SCS hired a Diversity Liaison Coordinator to support historically underrepresented groups and provides

support for a Veterans Administration psychologist to see student veterans who are facing academic challenges, having difficulty adjusting to civilian life, and having other veteran-specific concerns impacting academic success. Additionally, the Office for Student Affairs is in the process of hiring a second care manager to assist with growing demand for complex case management. The College of Liberal Arts created a wellness liaison between advising and mental health resources. This position is a licensed therapist and will have a small advising load.

New programming initiatives on the Twin Cities campus include Let's Talk, giving students an alternative to formal counseling with an informal place to be heard. Already in place and successful on the Duluth and Morris campuses, the goal is to increase access for Twin Cities students as well. To help students with stress reduction, Boynton offers a peer support group called de-stress and expanded its wildly popular Pet Away Worry and Stress (PAWS) program to happen weekly and hosts a major, day-long event annually aimed at helping students learn new, lifelong tactics to manage their stress.

In Fall 2016, OSA launched a pilot initiative called the Student Mental Health Advocates. The goal is to increase awareness of campus mental health resources among University faculty and staff by creating a network of departmental contacts that are aware of current resources and how to effectively respond and refer students to those resources. Now in its second year, 50 mental health advocates are active across campus. These advocates receive specialized training and monthly newsletter communications.

Additional resources include Learn To Live – online programs to help with stress, depression, social anxiety, and insomnia available to students system-wide; Effective U – a website project sponsored by multiple units that provides tutorials in a variety of topics including stress management; and a recently re-developed Provost's Council on Student Mental Health, which is charged with Twin Cities campus-wide efforts for related topics.

Curriculum

Curricular Enhancements

- The Office of Undergraduate Education has worked with colleges and departments to eliminate overlapping and confusing degree requirements so that they can be efficiently tracked in the degree audit system. Work with the College of Liberal Arts led to clarification of their disciplinary breadth requirement.
- The Office of Undergraduate Education has worked with colleges and departments to increase curricular transparency, in support of clear degree requirements for students. Sample plans are created for each major to demonstrate one of several possible ways to complete a degree. Meetings with the Department of Physics and the Department of Biomedical Engineering resulted in documented requirements in the degree audit system (APAS).
- The Office of Undergraduate Education, along with Academic Support Resources and the Office of the Provost, developed best practices for Integrated Degree Programs to increase consistency in how such programs are implemented. Specifically, the best practices serve as a guide for how departments can ensure students admitted to an IDP complete their undergraduate degree within four years.

Sample Plan for Physics From [PCAS](#):


myU > One Stop >

University Catalogs

[← Return to program description](#)

Program Sample Plan

Program name:	Physics B.S. Phys.
Sub-plan:	Engineering
Sample Plan:	Engineering
Total Credits:	122.0

The sample plan below shows you **one** of several possible ways to complete this degree. Your academic plan may look different if you have already fulfilled some requirements, if you have multiple course options to choose from in your major, or if courses don't fit your schedule in a given term. Use [Graduation Planner](#) to make your customized plan, and work with your academic adviser to ensure that you are on track to graduate on time.

Year 1 - Fall Semester: 16.0 cr PHYS 1301W - Introductory Physics for Science and Engineering I : 4.0 cr : PHYS, WI MATH 1271 - Calculus I : 4.0 cr : MATH Freshman Composition : 4.0 cr LE (Biological Sciences) : 4.0 cr	Year 1 - Spring Semester: 15.0 cr PHYS 1302W - Introductory Physics for Science and Engineering II : 4.0 cr : PHYS, WI MATH 1272 - Calculus II : 4.0 cr CSCI 1113 - Introduction to C/C++ Programming for Scientists and Engineers : 4.0 cr LE (Arts/Humanities, Global Perspectives) : 3.0 cr
Year 2 - Fall Semester: 15.0 cr PHYS 2503 - Physics III: Intro to Waves, Optics, and Special Relativity : 4.0 cr PHYS 2201 - Introductory Thermodynamics and Statistical Physics : 4.0 cr LE (Technology and Society) : 3.0 cr MATH 2243 - Linear Algebra and Differential Equations : 4.0 cr	Year 2 - Spring Semester: 17.0 cr PHYS 2601 - Quantum Physics : 4.0 cr PHYS 3605W - Modern Physics Laboratory : 3.0 cr : WI PHYS 3041 - Mathematical Methods for Physicists : 3.0 cr MATH 2263 - Multivariable Calculus : 4.0 cr MATS 3011 - Introduction to Materials Science and Engineering : 3.0 cr
Year 3 - Fall Semester: 12.0 cr PHYS 4001 - Analytical Mechanics : 4.0 cr PHYS 4051 - Methods of Experimental Physics I : 5.0 cr LE (Historical Perspectives) : 3.0 cr	Year 3 - Spring Semester: 15.0 cr PHYS 4002 - Electricity and Magnetism : 4.0 cr PHYS 4052W - Methods of Experimental Physics II : 5.0 cr : WI LE (Social Sciences) : 3.0 cr LE (Civic Life and Ethics) : 3.0 cr
Year 4 - Fall Semester: 15.0 cr PHYS 4101 - Quantum Mechanics : 4.0 cr PHYS 4201 - Statistical and Thermal Physics : 3.0 cr EE 3005 - Fundamentals of Electrical Engineering : 4.0 cr MATH 5583 - Complex Analysis : 4.0 cr	Year 4 - Spring Semester: 17.0 cr LE (Diversity and Soc Justice US) : 3.0 cr PHYS 4121W - History of 20th-Century Physics : 3.0 cr : WI STAT 3011 - Introduction to Statistical Analysis : 4.0 cr : MATH IE 3521 - Statistics, Quality, and Reliability : 4.0 cr LE (Literature) : 3.0 cr


[Contact Us](#)

Writing

Launched in 2017, the Writing Enriched Curriculum (WEC) Program offers undergraduate departments/programs a method for supporting curricular infusion of discipline-relevant writing and writing instruction. The process engages undergraduate departments in an ongoing, faculty-driven process of creating, implementing, and assessing Undergraduate Writing Plans. Over 60% of the undergraduate majors have developed and implemented writing plans. As of May 2017, the program has reached over 17,000 undergraduates on the Twin Cities campus. Ongoing assessments indicate that implementing the WEC model can trigger positive shifts in writing instruction and in the rate at which student writing meets faculty expectations.

The Office of Undergraduate Education also supports a very successful Teaching with Writing Program. This program offers timely and relevant teaching consultations, an annual series of workshops, and discussions around teaching with writing to all faculty members and instructors from across the campus. The program also offers online resources for integrating writing-defined broadly to include textual, numeric, and figurative communication into the full spectrum of University of Minnesota courses.

The Grand Challenge Curriculum

The Grand Challenge Curriculum (GCC) addresses important global issues through a solution-driven, interdisciplinary approach to learning. GCC courses are taught by cross-disciplinary instructors who bring unique perspectives to each Grand Challenge being explored. Each course focuses on a particular global issue while also developing a foundational set of knowledge, skills, and values that can be applied across a range of potential Grand Challenge topics. The GCC curriculum launched in Fall 2015 and has grown to include 26 courses taught by 73 instructors. Topics have included renewable energy, climate change, global health, work and life, the achievement gap, ecosystem health, and more. As of Spring 2018, 1,190 students have taken one or more GCC courses.

Titles for Grand Challenges Courses include:

- Can We Feed the World Without Destroying It?
- Beyond Atrocity: Political Reconciliation, Collective Memories and Justice
- The New Boom: Promises and Challenges of the Hydrocarbon Renaissance
- Seeking Solutions to Global Health Issues
- Global Venture Design: What Impact Will You Make?
- Climate Change: Myths, Mysteries, and Uncertainties
- Toward Conquest of Disease
- Policy and Science of Global Environmental Change
- Rivers and Cities: Meeting Future Demands on Urban Water Systems
- The Global Climate Challenge: Creating an Empowered Movement for Change
- Pathways to Renewable Energy
- Structural Violence and the Medication Experience
- Making Sense of Climate Change: Science, Art, and Agency
- The Future of Work and Life in the 21st Century
- Bioinspired Approaches to Sustainability: Greening Technologies and Lives
- Antibiotic Resistance: How Can We Avoid the Apocalypse?
- World Food Problems: Agronomics, Economics, and Hunger
- What American Dream? Children of the Social Class Divide
- Bridging the Age Gap: Enhancing Individual and Community Capacity
- Ecosystem Health: Balancing human, animal, and environmental health to address large scale challenges
- The Achievement Gap: Who's to Blame?
- Brain Plasticity and the Human Senses
- Leading Across Sectors to Address Grand Challenges
- 11 Billion People: How long can the planet sustain humanity?
- Living the Good Life at the End of the World: Sustainability in the Anthropocene
- Stepping into the gap: Understanding the challenges of supporting diversity in STEM
- Power Systems Journey: Making the Invisible Visible and Actionable
- Knowledge to Impact: Creating Action with your Grand Challenge Project Idea

Chemistry

The Office of Undergraduate Education is working collaboratively with undergraduate colleges and the Department of Chemistry to ensure students who need to take chemistry in their first semester for timely degree progress are able to enroll. Chemistry access issues have been minimized by improving the accuracy of course placement and establishing a list of undergraduate programs in which students are given priority access to introductory chemistry.

- Managing chemistry enrollments has become a complex task requiring a careful monitoring of capacity and student demand. For Fall 2017 1,076 students enrolled in Chemistry 1065 and 1,060 students enrolled in Chemistry 1015, the introductory courses. The Office of Undergraduate Education continues to work closely with the School of Chemistry in ensuring access for this heavy demand.
- A Chemistry Access Working group with representatives from the undergraduate colleges with programs requiring chemistry (CBS, CEHD, CFANS, CLA, and CSE) and OUE met Fall 2016 through Spring 2017. The group developed a plan to prioritize access to CHEM 1061/1065 by intended major and identified students most likely to be successful based on admission data. The group's work, in combination with a revised placement exam, eliminated access issues for Fall 2017 registration. Chemistry access will continue to be monitored.
- A new placement exam system (ALEKS) has been implemented to better determine placement of academically-prepared students into chemistry who need access to chemistry course(s) to fulfill major requirements. This system was implemented in 2017 and will continue to be monitored to determine success. Success will be measured by decreased rates of grades of D, F, or W.

5. Maintain commitment to transfer students.

Educating transfer students is an integral part of the University's mission. There are three types of transfer students:

New Advanced Standing (NAS) - traditional transfer coming from many institution types

Intra-University Transfer (IUT) - transfer students coming from system campuses

Inter-College Transfer (ICT) - students transferring among colleges on UMTC campus

Currently, the UMTC campus enrolls a much higher percentage of transfer students than our peers, providing hundreds of students an opportunity to complete a UMTC degree after having started at another institution. This higher education path is particularly important for students completing two-year degrees at Minnesota State institutions. The UMTC should enroll a balance of new high school students and transfer students who can benefit from completing a degree program at the University of Minnesota. Figure 5-1 depicts the percentage of new transfers (NAS) and Intra-University transfers (IUT) compared to all new undergraduate freshmen (NHS), transfers (NAS), and Intra-University transfers (IUT) over a 10-year period.

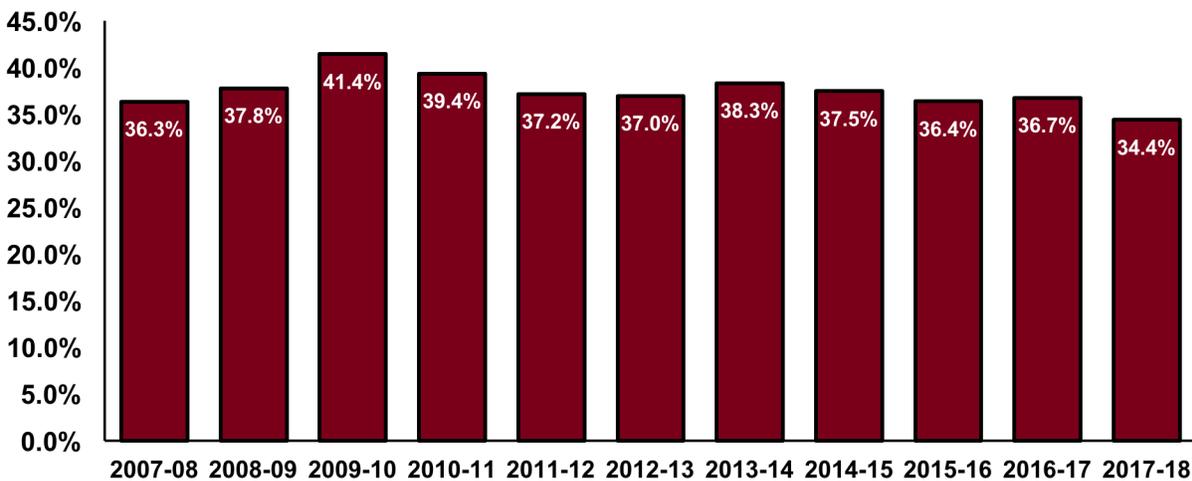


Figure 5-1. Percent of New Undergraduate Freshmen (NHS), Transfers (NAS), and Intra-University Transfers (IUT) Over a 10-Year Period

Figure 5.2 depicts the freshman and transfer enrollments for the U of M and Big Ten peers. Although overall undergraduate enrollment is less than many of our peers (as discussed previously), the number and percentage of transfer students at the UMTC is quite high at 35%. Such a high percentage is the result, in part, of the urban profile of the UMTC and the number of community colleges (and others) with students wishing to transfer.

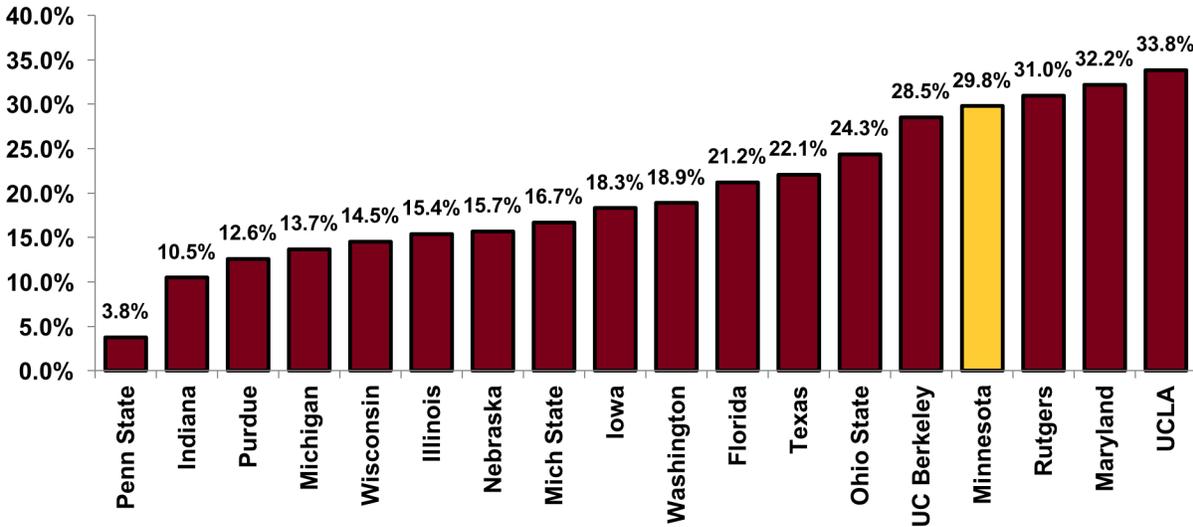


Figure 5-2. Big Ten/Peer Transfer (NAS) Headcount compared to Freshman (NHS) Group from Fall 2016

Transfer students come to the UMTC from several sectors, the largest being from the Minnesota State system (Figure 5-3). For the 2016-17 academic year, 28% of the transfers (approximately 2,900 students each year) are from the two-year Minnesota State institutions while seven percent are from the Minnesota state four-year institutions. Seven percent transfer from Minnesota private institutions and six percent transfer from the Wisconsin system. Approximately 8.5% transfer from other U of M campuses (Inter University Transfers). Thirty-seven percent of transfers come from non-Minnesota and Wisconsin locations. Table 5-1 depicts the top 25 primary previous institutions in 2016-2017.

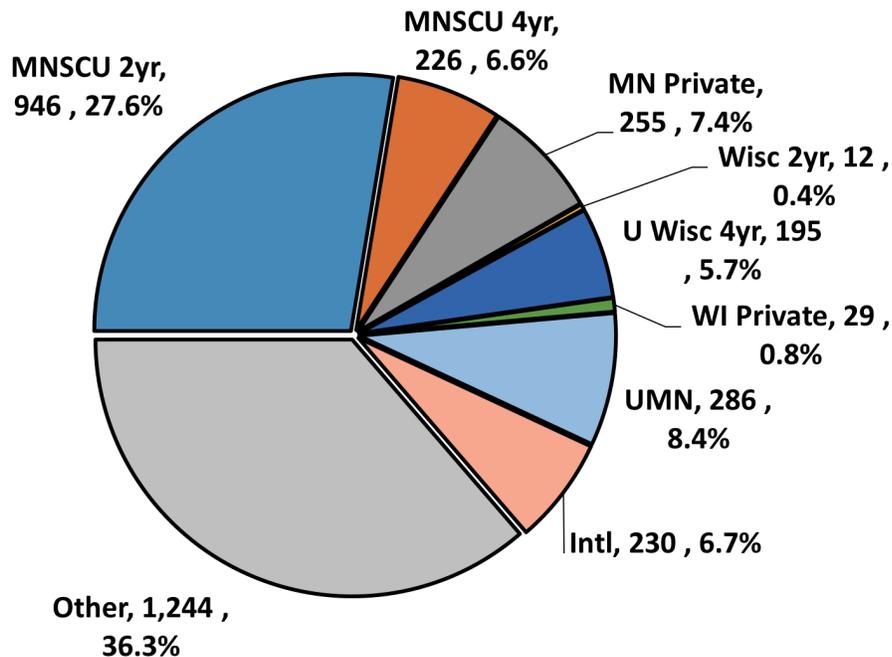


Figure 5-3. Primary Previous Institution of Twin Cities Campus academic year 2016-17 (fall and spring) New External Transfers (NAS) and Intra-University Transfers (IUT)

Institution	N	Institution	N	Institution	N
MSU2: Normandale CC	282	MSU4: St Cloud State	60	Wisc: UW Madison	29
UMN: UofM Duluth	224	INTL: Shandong Fin/Econ	58	Priv: U of Northwestern StP	28
MSU2: Mpls CTC	195	MSU4: Winona State	46	Priv: Augsburg College	27
MSU2: Century College	118	Priv: U of St Thomas (MN)	45	MSU2: Rochester CTC	27
MSU2: Anoka-Ramsey CC	114	UMN: UofM Morris	44	ND: UND Grand Forks	25
MSU2: N Hennepin CC	110	Wisc: UW Eau Claire	43	INTL: Inti College	24
MSU2: Inver Hills CC	95	IA: Iowa State University	41	Priv: Gustavus Adolphus	23
MSU4: MSU Mankato	90	Wisc: UW Milwaukee	33	WA: Edmonds CC	23
MSU2: St Paul College	79	ND: NDSU Fargo	29	Priv: Hamline University	23

Table 5-1. Top 25 Primary Previous Institutions 2016-2017 Color-Coded

Intra-University Transfers (IUTs)

Facilitating transfer among the University of Minnesota campuses, as well as from Minnesota State institutions, is an important part of serving Minnesota students. The U of M should continue to enroll at least 35% of its students as transfers and to monitor specific pipelines where students have had the most success at the University. The University should work with the Minnesota State system (which currently provides between 40-45% of transfers) to make certain transfer between the systems is as straightforward as possible. Figure 5-4 depicts actual enrollment counts.

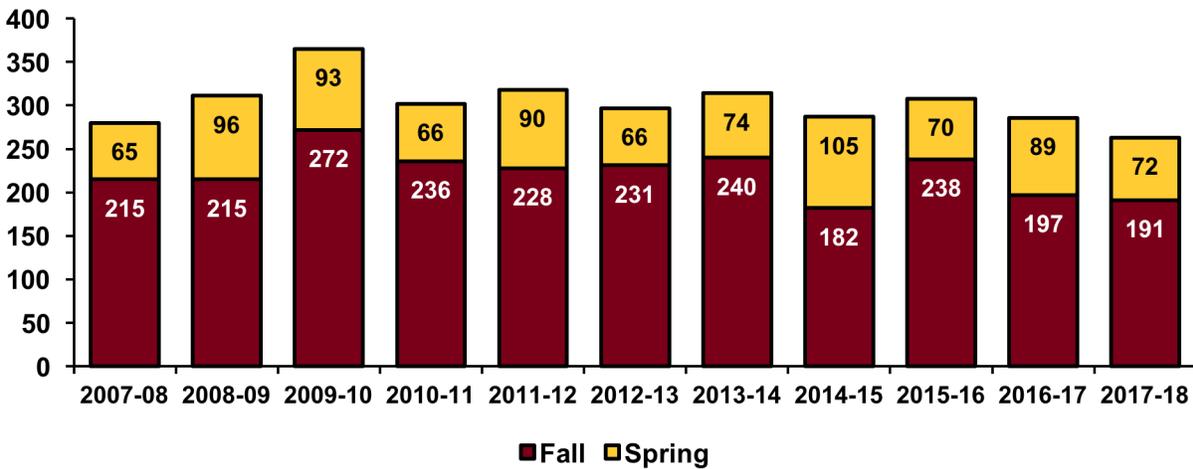


Figure 5-4. Total Enrollments of IUT System Transfers Over a 10-Year Period

Continued Enhancements to the Transfer Student Experience

In April 2017, the Office of Undergraduate Education hosted the first annual Transfer Student Summit. OUE invited collegiate representatives and other departments who work closely with transfer students to discuss our strategies and challenges in supporting students. Three themes emerged which were the focus of the campus Transfer Student Advisory Committee for the remainder of 2017. Those themes were Communication, Major Pathways, and Student Support and Resources. There are plans to continue the summit annually.

In addition to focusing on enhancements in these areas, we continue to provide amazing transfer programs/support including Orientation, Welcome Week for transfers (formerly called Transfer Welcome Days), Transfer Student Leaders, upper-class connections with Transfer Insiders, Tau Sigma Transfer Honors Society, Transfer Living and Learning community in the Yudof Hall, advisement to the Transfer Student Board, and a monthly newsletter tailored to transfer students, among other efforts.

Transfer Evaluation System (TES)

In December 2017, Academic Support Resources (ASR), the Office of Admissions, and the Office of Undergraduate Education (OUE) implemented a campus-wide electronic system for tracking and processing transfer course evaluations. The goal of the TES, which replaces college-specific paper and email-based systems, is to improve the transfer experience by increasing transparency and efficiency, while ensuring fairness and academic integrity in transfer evaluations. In the past, transfer course evaluations could take up to three weeks with little consistency between departments. Within six weeks of implementing the system, the turn-around time for course decisions was reduced to three days. Equivalency decisions are documented in the public-facing Transferology website and apply to all transfer students who enter with a given course.

The UMTC will continue to:

- Increase campus-wide collaboration of transfer student admission, recruitment, and enrollment efforts.
- Streamline and enhance transparency of transfer credit processing to promote transfer student degree progress.
- Enhance the clarity and transparency of degree options and major pathways available for transfer students to promote degree progress.
- Enhance efforts to ensure students a seamless transition to the University through central orientation and welcome programs, communication, and connections with transfer student peers.
- Increase transfer student engagement in high-impact experiences such as research, internships, service-learning, and study abroad.
- Monitor the APLU’s newly developed Student Achievement Measure (SAM), which is an unofficial graduation rate that accounts for students who leave and complete a four-year degree elsewhere. The UMTC four-year SAM graduation rate is 3-4 percentage points higher than the official IPEDS rate (IPEDS counts only students who start and complete at the same institution) and the six-year SAM rate is 8 points higher. Figure 5-5 depicts the SAM for the Twin Cities 2010 cohort.

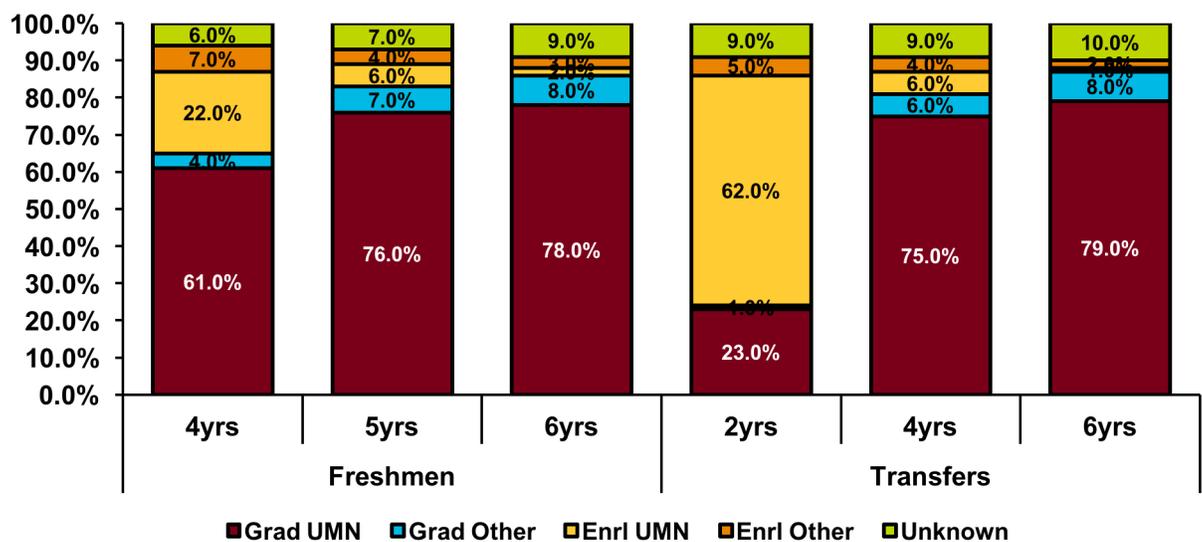


Figure 5-5. Student Achievement Measure: Twin Cities Campus Freshman (NHS) and Transfer (NAS) Graduation (2010 Cohort)

Inter-College Transfer

Inter-College Transfer Committee:

Each year 2,000 students transfer between colleges on the Twin Cities campus. Table 5-2 depicts those who started as freshmen(NHS) in 2015 and transferred between colleges in a two-year period.

In fall 2017, a committee was convened to address opportunities to enhance and improve the internal transfer experience. Specifically, the committee will:

- Review the current ICT process and identify existing gaps and/or barriers.
- Identify improvements to current processes, resources, communications, and timely handoffs.
- Identify common standards across campus that help to streamline the ICT process where possible.
- Recommend strategies and processes to support students denied second-tier admission to ensure their success in an alternative major.

A final report is expected in 2018.

College	CSOM	CEHD	CSE	CBS	CLA	CDES	CFANS	Total
CSOM	501	13	10	5	77	4	5	615
CEHD	3	277	4	8	115	7	10	424
CSE	1	4	876	20	102	0	11	1,014
CBS	1	4	16	376	37	0	3	437
NURS	0	0	2	2	86	0	0	90
CLA	15	78	45	55	1,620	39	28	1,880
CCE	1	9	12	8	48	0	2	80
CDES	2	4	8	2	27	153	3	199
CFANS	1	10	10	13	70	3	225	332
Other	0	2	4	4	20	1	2	33
Total Enrolled	525	401	987	493	2,202	207	289	5,104
Not Enrolled	28	57	89	38	364	42	49	667
Entry Cohort	553	458	1,076	531	2,566	249	338	5,771

Table 5-2. NHS Transfers Between Colleges in Two Years Who Entered in 2015 on the Twin Cities Campus

6. Value ethnic, social, economic, and geographic diversity.

The educational experiences of all students are significantly enhanced by interactions with students from different backgrounds, other states, and other countries. The University should maintain a national and global presence, as part of attracting a broad range of undergraduate students and serving as a talent magnet for the state. As the diversity of the state of Minnesota increases, the University must continue to attract, retain, and graduate students from multicultural backgrounds. The University should be attentive to the diversity in Minnesota high schools in its admissions' process. The enrollment plan should continue to build pipelines from other states where students will be attracted to the University of Minnesota and continue to geographically diversify our international student body.

The racial and ethnic diversity in the freshman class continues to increase. Figure 6-1 depicts this trend from 2001 to 2017, with 2017 reaching a maximum of 23.1% (with a greater number of students).

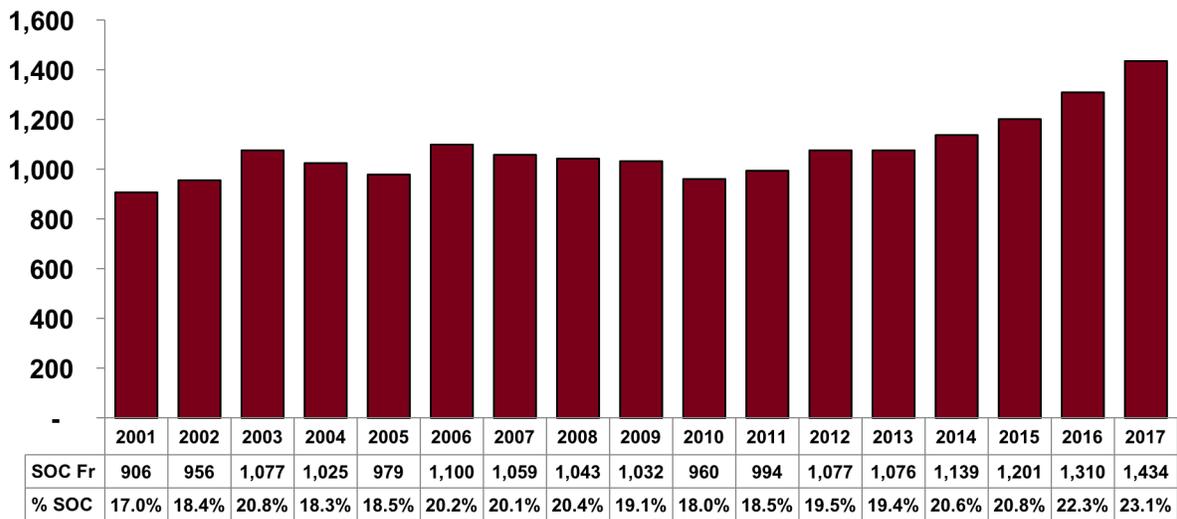


Figure 6-1. Twin Cities Campus Fall Semester New Freshman (NHS) Student of Color Headcount Enrollment

The total number of undergraduate students of color and American Indian students also continues to increase. Figure 6-2 shows these trends for a longer time span from 2000 to 2017, which depict increases for American Indian (175 to 442), Asian (2,245 to 3,586), African American (1,092 to 1,752), and Hispanic (506 to 1,210) students. The category of Hawaiian is relatively new, but growing. In recent years, the University has increased its focus on the recruitment, enrollment, retention, and graduation of students of color and American Indian students. Figure 6-3 depicts the freshman (NHS) and transfers (NAS and IUT) student of color percentages over a 10-year period. Additionally, figure 6-4 shows the freshman (NHS) retention rate for domestic students of color compared to other domestic first-year students over a 10-year period. Figures 6-5 and 6-6 depict the four-year and six-year graduation rates for domestic students of color compared to other domestic students over a 10-year period.

This work will continue to evolve through the understanding of the multicultural landscape, concentrating on early outreach, and focusing efforts on Minnesota. Admissions will enhance efforts with Minneapolis-St. Paul public high schools to increase participation recruitment events held throughout the Twin Cities. On an annual basis, we will record both direct contacts with students and specific places where Admissions is reaching out and report on admit and confirm rates for under-represented minorities with the goal of increasing access to the UMTC at the freshman and transfer levels.

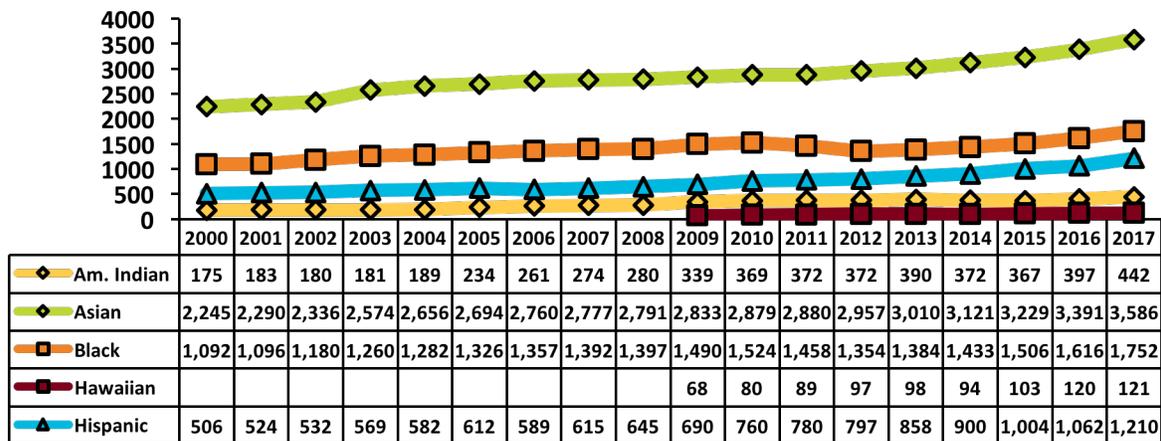


Figure 6-2. Twin Cities Campus Student of Color and American Indian Undergraduate Headcount Enrollment

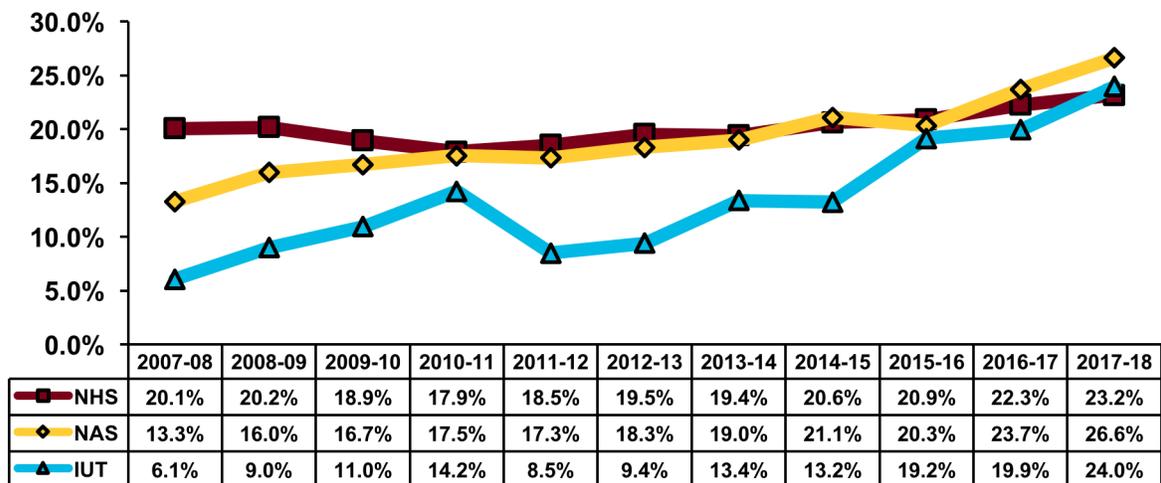


Figure 6-3. Twin Cities Freshmen (NHS), Transfers (NAS) and Intra-University Transfers (IUTs) Student of Color Percentages Over a 10-Year Period

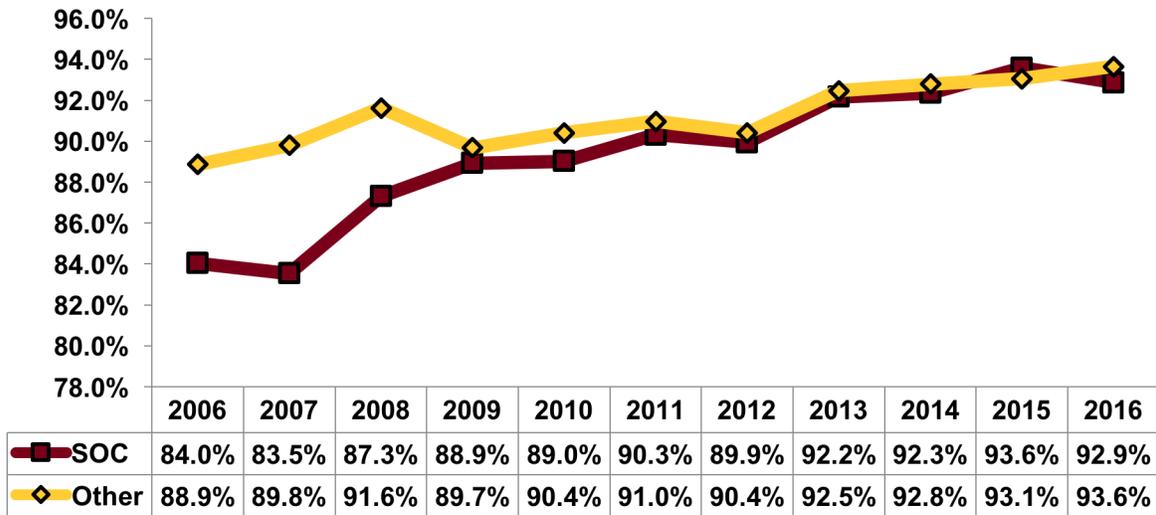


Figure 6-4. Freshman (NHS) Retention Rates for Domestic Students of Color Compared to Other Domestic Students Over a 10-Year Period

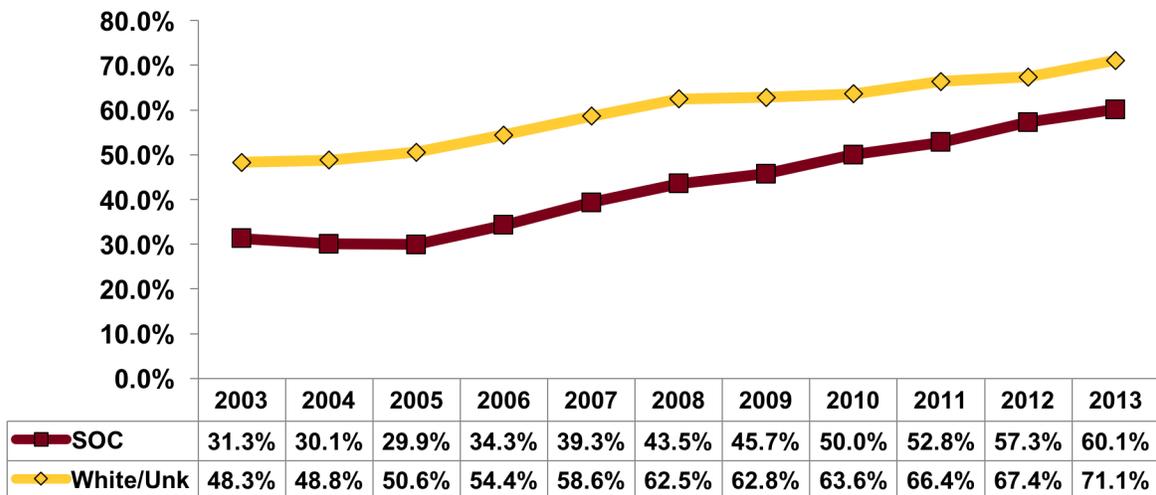


Figure 6-5. Four-Year Freshman (NHS) Graduation Rates for Domestic Students of Color Compared to White/Unknown Over a 10-Year Period

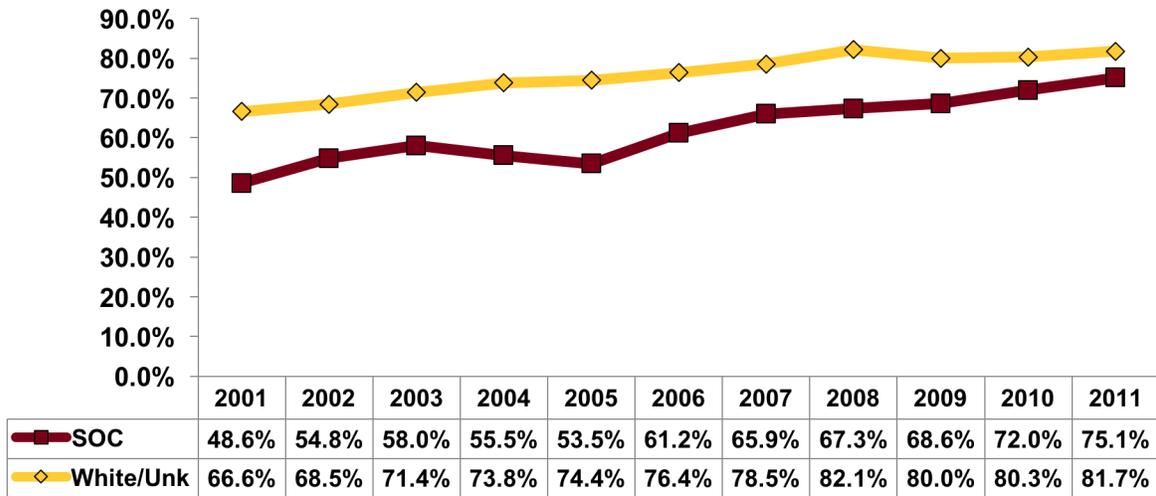


Figure 6-6. Six-Year Freshman (NHS) Graduation Rates for Domestic Students of Color Compared to White/Unknown Over a 10-Year Period

Student Success for Underrepresented Populations Programs

When looking at student success measures we consider a variety of characteristics including race/ethnicity, gender, economic, and geographic. The Board of Regents passed a Diversity Resolution in February 2018 and the campus will strive to meet the many items outlined there to enhance student experiences. (Appendix)

Figure 6-7 depicts freshman (NHS), transfers (NAS), and Intra-University transfers (IUT) percentage of first generation students each academic year over a 10-year period. Figure 6-8 depicts freshman (NHS), transfers (NAS) and Intra-University transfers (IUT) percentage of pell eligible students each academic year over a ten-year period.

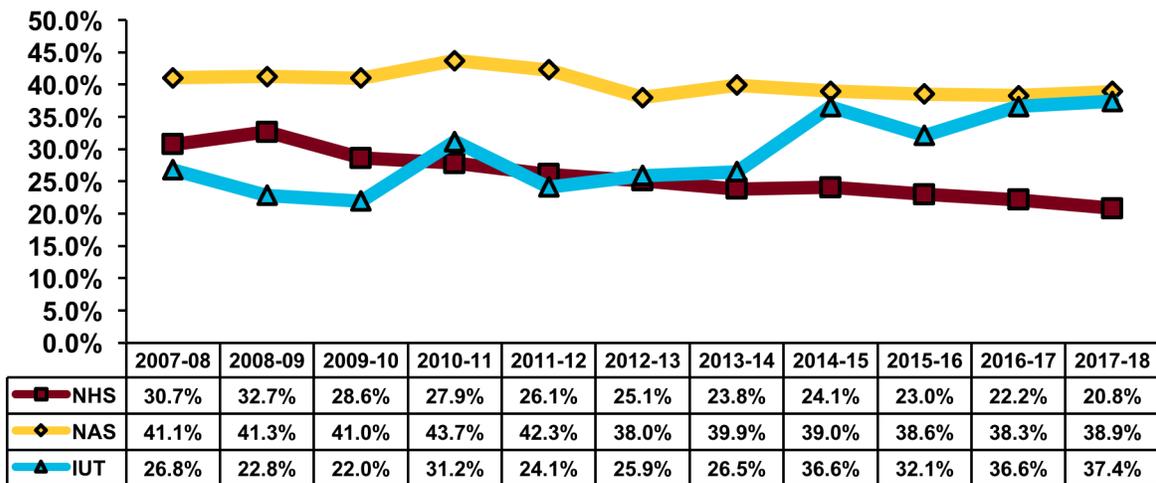


Figure 6-7. Freshman (NHS), Transfers (NAS,) and Intra-University Transfers (IUT) Percentage of First Generation Students Each Academic Year Over a 10-Year Period.

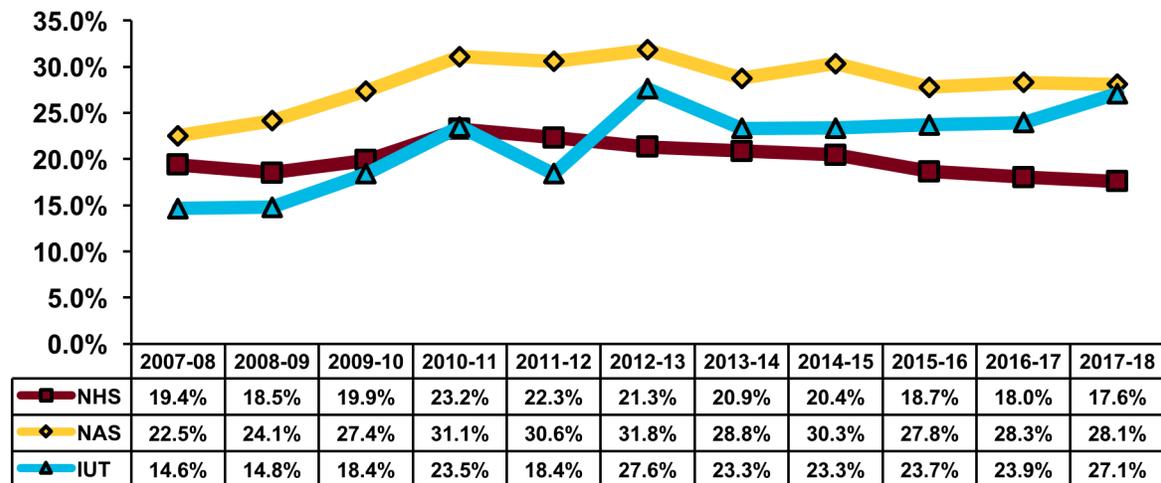


Figure 6-8. Freshman (NHS), Transfers (NAS) and Intra-University Transfers (IUT) Percentage of Pell Eligible Students Each Academic Year Over a 10-Year Period.

President’s Emerging Scholars

The President’s Emerging Scholars Program (PES) is a merit-based scholarship and student success program currently serving over 2,000 students. PES students come from diverse backgrounds with many of the participants being the first in their family to attend college, Pell Grant recipients, and students of color. Students attend a summer seminar, a fall student success conference, and receive peer mentoring – programs that provide support and community for students as they strive to reach their personal, academic, and career goals. *Reference section three for more details p.14.*

TRIO Program

TRIO is a set of federally funded college opportunity programs that support students from disadvantaged and underrepresented backgrounds in their pursuit of a college degree. TRIO programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention.

Grounded in the civil rights movement, UMN TRIO programs in the CEHD strive to ensure equal opportunity and equitable access to higher education along the educational continuum for underrepresented students, specifically those who are low income, first generation, and have disabilities. We promote retention and graduation through advising, academic support, mentoring, and advocacy thereby cultivating a space for collegiate success and local and global community engagement. Students who are admitted to the TRIO program can also participate in the President’s Emerging Scholars program.

MLK Program

The Martin Luther King, Jr. (MLK) Program is an academic advising office within the College of Liberal Arts, and it is available to any CLA student who appreciates an environment that embraces and fosters multiculturalism. MLK provides advising services that encompass every major that CLA offers (including pre-professional programs such as pre-medicine and pre-dentistry) and supplies the information and support students need to succeed at the University and gain the most from the CLA education. Keeping in touch with the MLK community helps students stay on top of what's happening in CLA as well as what students need to graduate.

Throughout the semester, the MLK Program hosts different advising sessions and workshops in collaboration with other University offices/programs. We bring students information directly from the source. In the past, the Learning Abroad Center, the School of Nursing, the University of Minnesota Law School, and other campus offices and programs have presented information on their programs.

Our students have better access to advisors because of our small student rosters. Better access means better relationships with the advisors. In the MLK Program, our students are not just numbers, but individuals with great stories and experiences that we value. The advisors, including the peer advisor, are available to answer questions daily. Students can see any advisor during walk-in hours for quick questions regarding registration, course addition/cancellation, major/minor information, graduation, the second language requirement, and more.

Multicultural Student Engagement (MCSE) in the Office for Student Affairs

As the student body becomes more diverse, the University must ensure there is a broad range of programs and services available to foster a positive and successful student experience. One important resource is the Office of Multicultural Student Engagement (MCSE) which is dedicated to providing diverse opportunities to all students to increase awareness, understanding, and appreciation for cultural competency, social justice, and intersectionality. MCSE promotes leadership development, student success, and retention through collaborative engaging educational programming. Housed in Coffman Memorial Union, MCSE has become a go-to place for a variety of students. Two new staff members are ensuring Student Cultural Centers receive necessary support and are assisting students with myriad tasks. Through programming such as the Power & Privilege speaker series and Social Justice Leadership Certificate, MCSE is promoting diverse opportunities that support retention and student success.

As a division, Student Affairs recognizes comprehensive support for underrepresented students is critical to their success. While there is much work ongoing, a few highlights include:

- Families First, an event that welcomes families of first-year, first-generation students to the University community. Providing these families connections with the university and the support structures in place helps to increase family understanding of the college experience leading to greater student success.
- Gopher Family Connect, an effort to bring the University to local families who were unable to participate in Parent Orientation during the summer. These families may have work, financial challenges, or language barriers that prevent them from participating

during the day-long program. These events are a partnership with the Office of Undergraduate Education.

- The University of Minnesota Child Care Assistance Grant provides undergraduate, graduate, and professional student parents supplemental child care funding. This resource, administered by the Student Parent HELP Center (SPHC), allows our student parents to continue on their academic path and meet their educational goals. SPHC has hired a new advisor who primarily supports graduate and professional student parents.
- Two attorneys in Student Legal Services, who have expertise, provide immigration counsel to students.
- Nutritious U Pantry, an on-campus food pantry open to all UMTC students. The pantry, in Coffman Memorial Union, is open for three days monthly and stocked with healthy, nutritious options. Ten percent of U of M students report being food insecure, 17.5 percent say they worry about their food running out before they had money to buy more, and overall students consume less than the recommended daily amount of fruits and vegetables. A student cannot be successful in their academics when they are worried about where their next meal will come from.

International Students

International enrollment represents 5 to 6% of the incoming freshman class and approximately 17% of the transfer class. Historically, the UMTC enrolled a very small percentage of international undergraduate students (Figure 6-9), but intentionally increased recruitment and enrollment starting in 2006-07. For Fall 2017, international enrollment was at an all-time high for freshmen at 371 students. Currently, most of the international students arrive from three countries—China, India, and Korea. One of the goals is to continue to attract students from these high demand regions while also working to increase the geographical diversity of the class.

A number of areas on campus have partnered to improve the experience of international students as these students adjust to the academic and social environment of the University of Minnesota and the campus adjusts to a changing student body. For example, Undergraduate Education and International Student and Scholar Services collaborate significantly on determining campus priorities for distributing the academic enhancement fee funds and in our units working together to provide integrated orientation experiences. The campus has also been diligent about gathering data about the international student experience through the International Student Barometer, SERU, and on-going listening sessions offered to departments throughout the University. Student Affairs and ISSS also created a new International Student Advisory Board to be able to gather informal data throughout the academic year. The data collected is used to guide policy and improve the day-to-day experiences of students from around the globe. A key outcome is to increase interactions in the classroom for international and domestic students, and projects are underway to support this initiative.

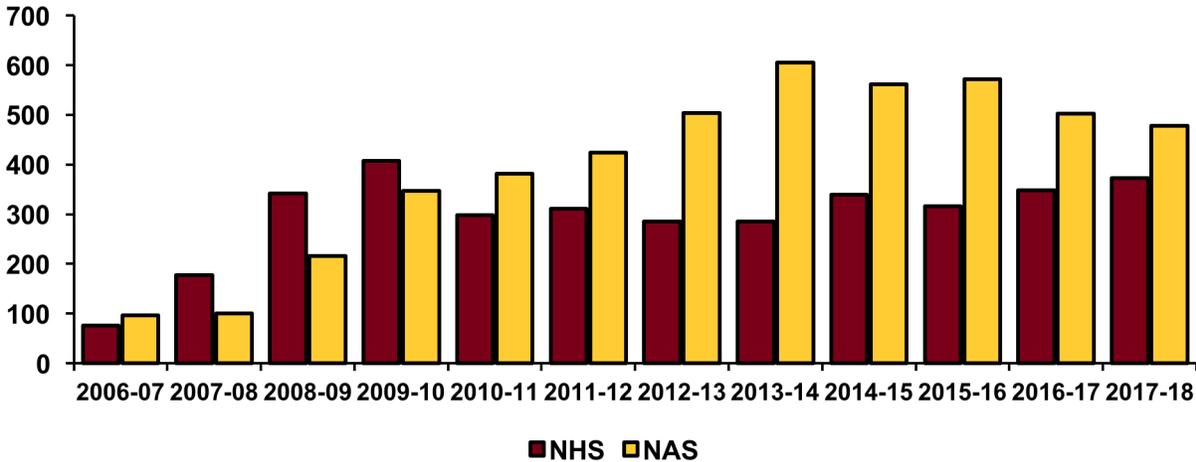


Figure 6-9. Twin Cities Campus Fall Semester International New Freshman (NHS) and External Transfer (NAS) Student Headcount Enrollments

International Academic Enhancement Fee

International undergraduate students are assessed a fee for international student academic services. The resources generated from the fee are used to enhance academic services for international students, with the focus of ensuring retention, timely graduation, and student satisfaction with their University of Minnesota experience. The fee was implemented in 2013-14, and there have been numerous projects supporting international students have received funding. For fiscal year 2018, there are 31 projects.

Overview of Projects 2017-18

Academic Support/Resources:

- Student English Language Support, Minnesota English Language Program
- Center for Writing WINS Project
- English Language Support Website for Multilingual Learners , Minnesota English Language Program

Academic Advising/College Support:

- International Academic Counselor, International Student and Scholar Services
- Academic Advisor: International Student Experience, College of Science and Engineering
- International Student Academic Success Workshops, Carlson School of Management
- International Student Engagement Interns, Carlson School of Management
- Graduate Student for International, College of Design and College of Food Agriculture & Natural Resource Sciences
- Oral Proficiency Assessments, Minnesota English Language Program
- Enhancing Transfer Student Experiences, College of Liberal Arts

Curriculum Development & Course Based Support:

- Community-Based Participatory Research Experiences, Department of Educational Psychology

- Teaching Assistant Support for ESP Courses, Minnesota English Language Program

Major/Career Planning & Development:

- International Career Counselor, Office for Student Affairs – Central Career
- CAPE International Student Initiative, Center for Academic Planning and Exploration

Co-curricular:

- Decoding Community Engagement, Center for Community-Engaged Learning
- Common Connections, Office for Equity and Diversity, and Center for Multicultural Academic Excellence
- Students Crossing Borders Living and Learning Community, International Student and Scholar Services
- Student Group Support Grant, Student Unions and Activities
- OSA– ISSS International Student Advisory Board, Office for Student Affairs
- International LGBTQIA Outreach, Gender and Sexuality Center for Queer and Trans Life

Faculty/Staff Development:

- Intercultural Training Initiatives, International Student and Scholar Services
- Faculty Intercultural Pedagogy Workshops & Learning Community, College of Education and Human Development
- English Language Support Specialist, Minnesota English Language Program
- Academic Integration for International Students, Center for Educational Innovation and Global Programs and Strategy Alliance

Transition Support (Student – Focused):

- China Pre-Departure Orientation, Orientation & Transition Experiences/ International Student and Scholar Services/The China Center
- Meet the Welcome Week Leaders, Orientation & Transition Experiences
- Improving International Student Arrival Experience, Boynton Health
- Internationalizing Campus Climate through Multimedia, Orientation & First-Year Programs and International Student and Scholar Services

Health & Wellness:

- Identifying & Responding to the Sexual Health Needs of International Students at the U of MN, Boynton Health
- Financial Wellness Education for International Students, One Stop Student Services

7. Support timely graduation.

The University should allocate resources to ensure students admitted to its campuses, colleges, and degree programs are adequately supported to complete the degree programs and graduate in a timely way. Strategies for financial aid must be closely linked to strategies for enrollment management. The UMTC four-year graduation rate for New High School (NHS) students should reach/exceed 65%, the six-year graduation rate should reach/exceed 82%, the three-year transfer graduation rate should reach/exceed 65%, and the four-year graduation rate for Pell-recipient students should reach/exceed 54% (as established in the University Progress Card).

A high priority for the Board of Regents, President, and Provost has been to improve retention and graduation rates on the UMTC campus. In looking at the historical four-year graduation rates (Figure 7-1), the campus has risen from a startling low of 15.2% for the freshman class of 1992. Based on a series of new educational policies, including the implementation of the 13-credit tuition banding strategy in the late 1990s, by 2000 the four-year graduation rate had doubled to 32% and for the 2010 freshman class had surpassed 60%. The UMTC four-year rate now stands at 68.4%, with a goal of reaching more than 70% in the next few years.

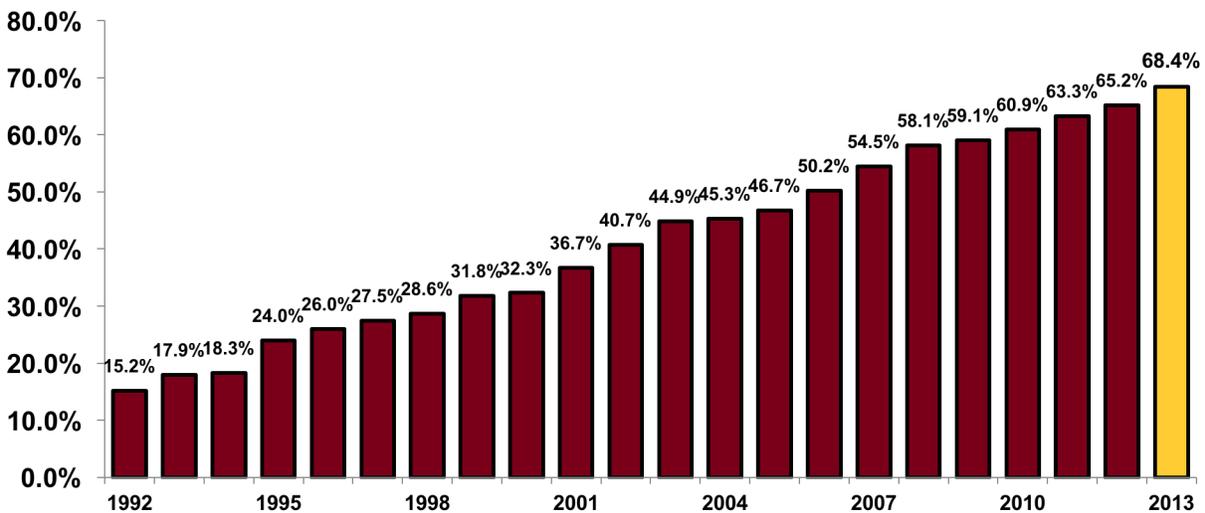


Figure 7-1. Twin Cities Campus Fall Semester New Freshman (NHS) Four-Year Graduation Rate by Year of Entry

Over this same period, the UMTC six-year graduation rate has risen from 45% for the 1992 entering class to 80% for the most recent 2011 class (Figure 7-2). The six-year rate is especially important as it is used in several major rankings—including U.S. News and World Report, and the NCAA.

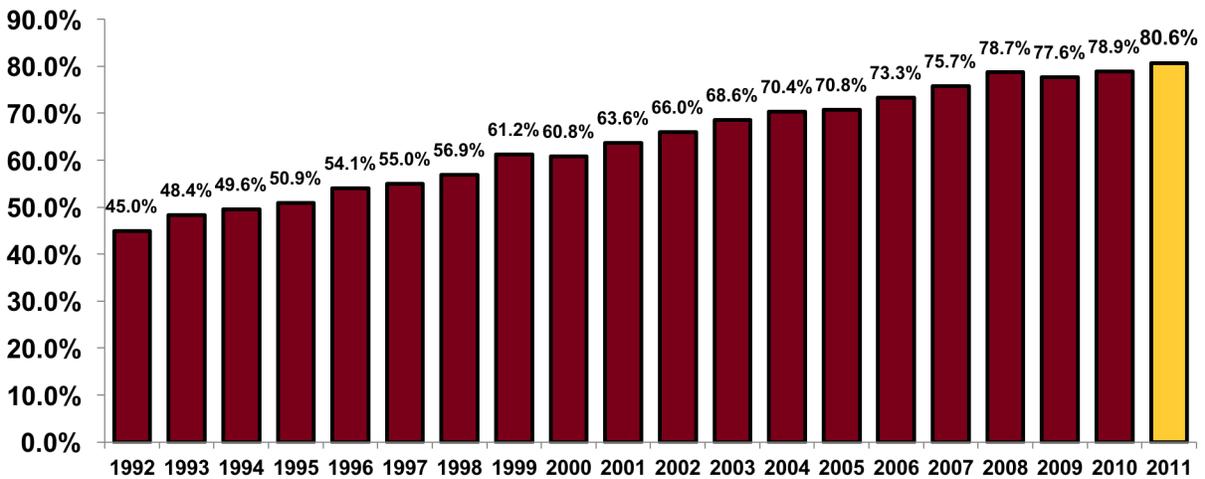


Figure 7-2. Twin Cities Campus Fall Semester New Freshman (NHS) Six-Year Graduation Rate by Year of Entry

A more recent priority has been to improve the transfer graduation rates as well. Although somewhat problematic given that transfer students enter with varying numbers of credits and academic status, the UMTC decided that the best measure was a three-year rate after transferring, assuming that most students enter with approximately 60 credits. It should be noted that the federal Department of Education, through IPEDS, has released very limited data on the graduation of part-time freshman and transfer entrants for the first time, but as it covers only six- and eight-year graduation and enrollment outcomes, it does not provide useful data on timely completion, particularly for transfer students. The UMTC three-year rates have risen to 62.4% for the transfer class of 2013 (Figure 7-3).

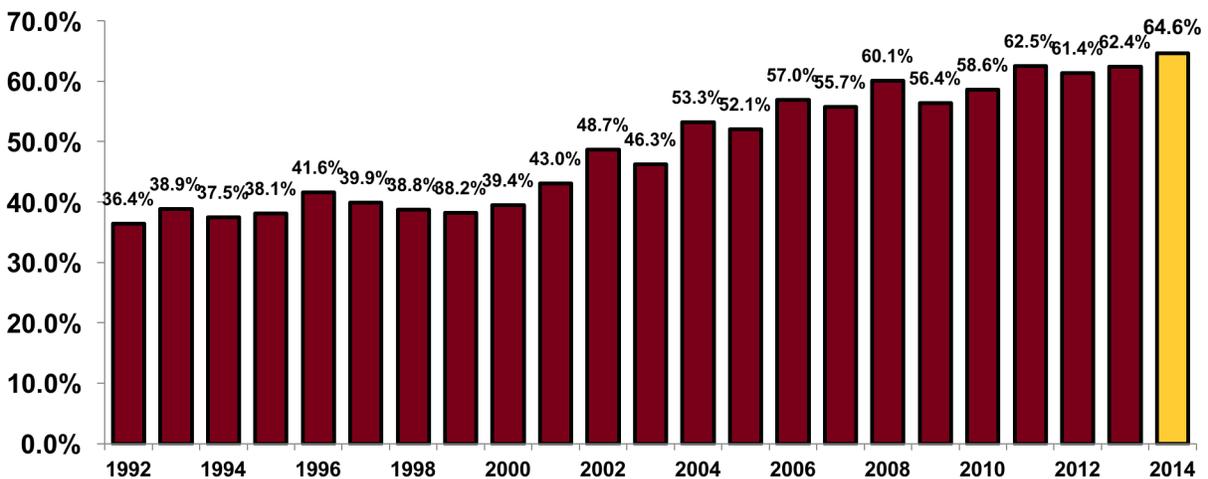


Figure 7-3. Twin Cities Campus New External Transfer (NAS) 3-Year Graduation Rate

The UMTC also looks carefully at the disaggregated graduation rates of many sub-groups of students—students of color, first generation students, low-income students, President’s Emerging Scholars (PES) students, and collegiate graduation rates. Figure 7-4 depicts the graduation rates for our Pell-eligible students, which has now risen to nearly 60%, up from 31% just over a

decade ago. Multiple campus-wide efforts (PES, MCAE, CAPE, enhanced advising) in improving the graduation rates and gaps for under-resourced students appear to be paying off, with an objective of zeroing out any gaps for future cohorts.

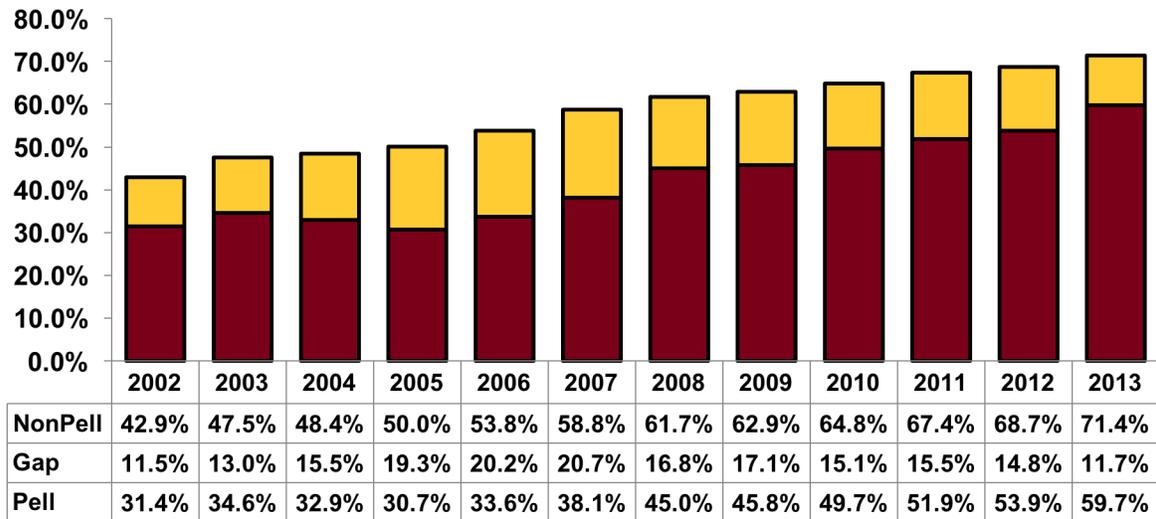


Figure 7-4. Twin Cities Campus Fall Semester Domestic New Freshman (NHS) Four-Year Graduation Rate by Pell Grant Status in First Year

Finally, the disaggregated four-year graduation rates for each of the freshman-admitting colleges depict the progress made by each (Table 7-1). Of particular note are the increases by CEHD (23 to 65%), CSE (46 to 69%), and CFANS (48 to 62%). CSOM continues to maintain very high rates, currently at 85%.

College	2006	2007	2008	2009	2010	2011	2012	2013
CSOM	77.4%	74.3%	79.0%	80.2%	74.8%	84.2%	82.5%	84.7%
CEHD	23.4%	35.1%	43.9%	47.4%	55.1%	61.4%	63.7%	65.1%
CSE	46.4%	55.5%	55.3%	59.8%	59.0%	56.9%	65.9%	68.8%
CBS	61.6%	59.8%	71.2%	69.2%	74.2%	75.9%	75.7%	77.4%
CLA	52.5%	54.1%	56.1%	54.3%	57.7%	59.3%	59.8%	64.5%
CDES	54.6%	57.5%	58.1%	71.5%	68.9%	71.0%	65.8%	69.2%
CFANS	48.0%	53.9%	59.0%	59.3%	57.2%	63.6%	64.2%	62.3%
Total	50.2%	54.1%	58.1%	59.1%	60.9%	63.3%	65.2%	68.4%

Table 7-1. Twin Cities Campus New Freshman (NHS) Four-Year Graduation Rates by Entry College

First Year Retention

The Office of Undergraduate Education monitors first-year retention rates for students entering each fall. Figure 7-5 depicts first-year retention data of falling entering freshman since 1992. This demonstrates the tremendous progress that has been made with retention efforts. Figure 7-6 depicts the gaps in first-year retention with students of color compared to white/unknown.

Figure 7-7 demonstrates the four-year and six-year graduation rate gaps with students of color compared to white/unknown.

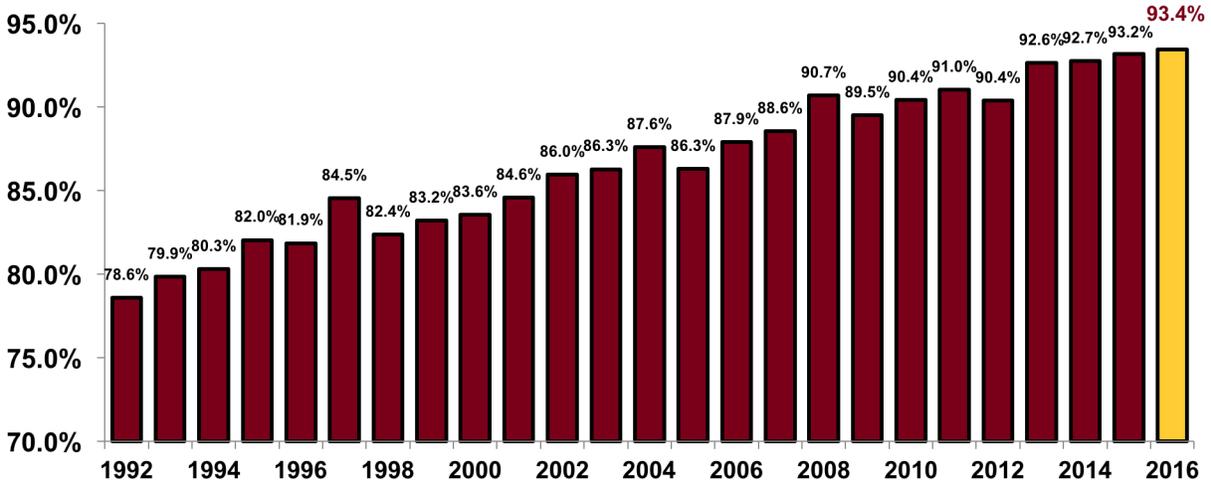


Figure 7-5. Fall Entering Freshman (NHS) First-Year Retention Rate Since 1992

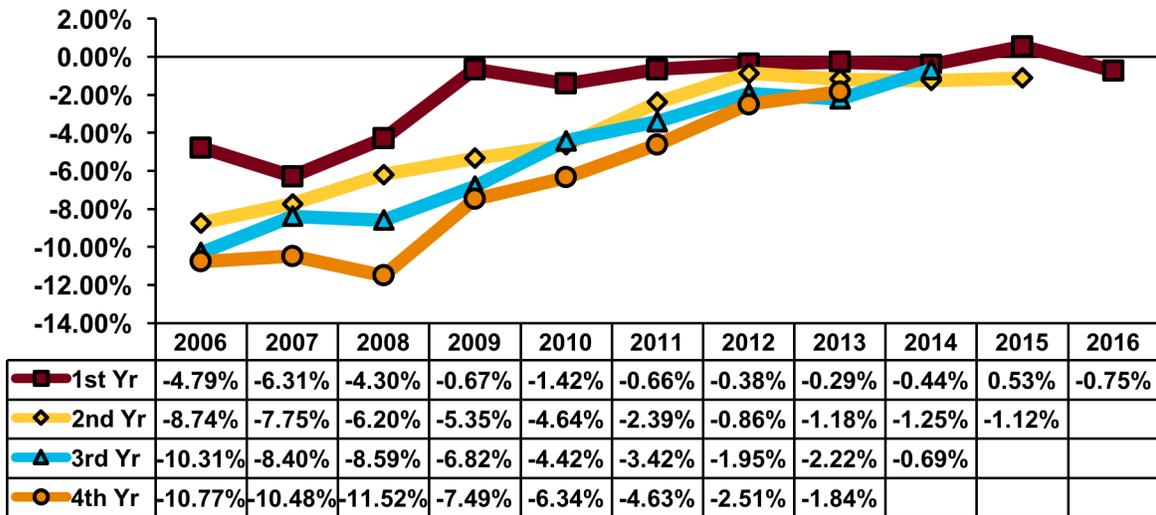


Figure 7-6. Freshman (NHS) Retention Gap with Students of Color Compared to White/Unknown 2006-2016.

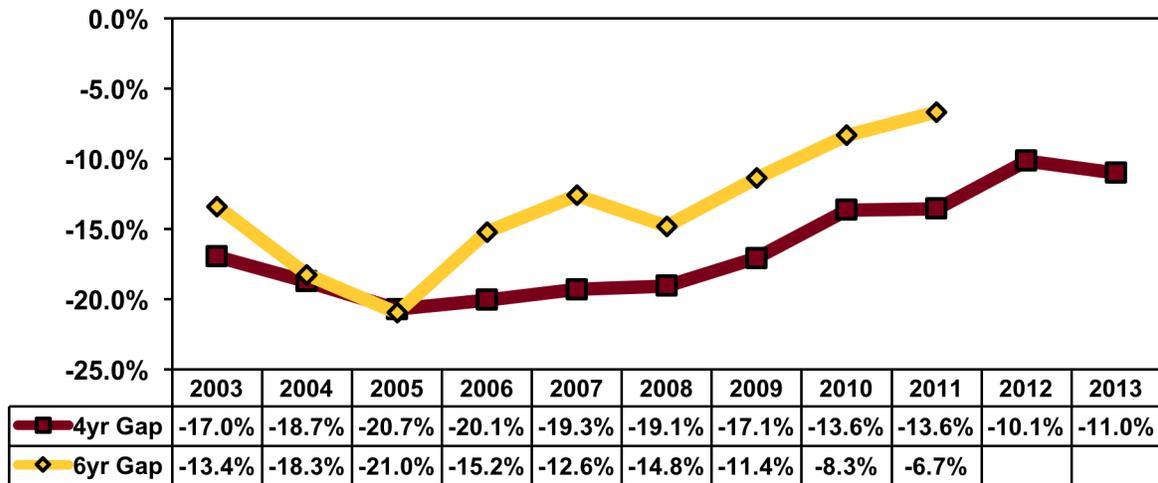


Figure 7-7. Four-Year and Six-Year Graduation Rate Gaps with Students of Color Compared to White/Unknown 2003-2013.

First Year Retention Efforts

For several years, there have been many efforts to focus on student retention and student degree progress. These efforts are highlighted below.

First Year Retention: Understanding who Leaves the University

The First-Year Retention effort called Leavers is a project that has been charged by the Strategic Enrollment Management Committee (SEMC) in the Office for Undergraduate Education. This committee was formed in the fall of 2013 to lead the institution in developing and implementing an anticipatory, strategic enrollment management infrastructure that will enhance student success and help ensure long-term enrollment vitality (retention) of the University of Minnesota-Twin Cities campus. With student success defined broadly as increased retention, student persistence, and ultimately timely graduation, the SEMC is responsible for helping the institution realize this enrollment management vision.

The centralized effort – Leaver's project began in December 2014, with the first step as establishing a protocol of practice and documentation with seven colleges. We determined that the target populations would be fall semester entering new freshmen and new transfers. We would conduct two outreach campaigns each year – fall to spring leavers (those not enrolling in spring) and fall to fall leavers (those not enrolling for following fall). Data analysis and summary of findings is conducted for each campaign and shared with campus stakeholders.

The goals and objectives of the Leaver's Study are three-fold:

Enhance Retention:

- Students were identified who have not enrolled for next term. Academic advisors and One Stop counselors (financial) conduct a variety of outreach efforts.

- Support the efforts of the Strategic Enrollment Management Committee charged by the Office of Undergraduate Education.
- Share stories and findings across campus with collegiate units and other student services areas to enhance retention efforts at the departmental level.

Understand Student Stories:

- Analyze institutional data for students who have not enrolled, looking at over 25 student variables, experiences, and characteristics.
- Review and analyze documented reasons placed by the advisor for non-enrollment/leaving.
- This includes tags in categories of academics, personal, financial, leave of absence, etc.

Inform Policy and Practice:

- Use data analysis to identify potential institutional barriers in the student experience and addressing those barriers.
- Identify success indicators and how directed interventions might improve experience and retain students.
- Share findings campus-wide to enhance knowledge of students, their experiences, and programs which may or may not support them.

A trends analysis was conducted on student leavers looking at a variety of characteristics from 2008- 2015. Characteristics include: percent Minnesota, students from reciprocity states, college of enrollments, percent non-Minnesota non-reciprocity, students from underrepresented backgrounds, and first generation students. We have begun to look at findings for transfer students as well.

This trend data validated suspicions and other areas that have been studied about certain groups and their retention-risk. For example, trends were consistent for first generation students, but a growth was discovered in leavers for students from reciprocity states.

An overall observation was that there is not a single factor that predicts risk of leaving but compounding effects of being a member of several sub-groups or having several characteristics increases a student's risk of leaving.

The real value added to this study was the analysis by tags placed by an academic advisor after an interaction with a student. This allowed for a more comprehensive view of the student's experience on campus.

Additionally, we conducted an analysis by collegiate units to identify gaps in the student experience and are working with the collegiate expertise on identifying places for enhanced support and improvement – including include advising, curriculum, mentoring, on-campus housing, etc.

Student Degree Progress Efforts

Retention and graduation is a focus for the Twin Cities campus with rising costs of education. By developing strategies to improve graduation and retention rates through policy, counseling proactively, identifying outreach opportunities, and establishing methods to reach students early, rates continue to rise.

Retention and Graduation

Implementation of the president's Study Away initiative in October 2016 allows students to take courses offered on a University of Minnesota campus other than their home campus.

Understanding your financial aid award, an insert was developed to accompany the estimated Financial Aid Award Notices and was sent to admitted freshmen. The insert helped students understand their estimated financial aid offer, informed them of the University's commitment to four-year graduation, and provided information on cost of attendance, tuition and fees, and different types of financial aid.

Increased outreach to students with financial challenges, One Stop Student Services reach out to first year students with past due balances who had not registered for classes. The goal was to help find possible solutions and resolve issues so that students could continue their studies at the University. This outreach occurred in four separate rounds with an overall success rate of 71.2%. The class cancellation process for degree-seeking students who owe a past due balance was changed to allow for more one-on-one contact with staff, creating an opportunity to prevent their registration from being canceled. In addition, relationships were created with multiple departments and programs to assist students on financial wellness topics.

Financial aid outreach by the Office of Student Finance and One Stop Student Services who partnered with TRIO, the President's Emerging Scholars' (PES) Program, and College Possible was expanded to deliver three coordinated FAFSA completion outreach events. Financial aid information was disseminated to these partners via newsletter article submissions, staff training sessions, and tutorials. Additionally, a revised and enhanced FAFSA communication strategy to promote early FAFSA completion was implemented. Specific communications were directed at students with past-due balances who had yet to apply for financial aid.

Several student degree progress initiatives were completed this year. Undergraduate students were provided a new tool within MyU that provides students with a visualization of their progress toward their degree and related resources. Colleges and programs were provided with an analysis of curricular issues that could impede undergraduate graduation. Undergraduate Education collaborated with other units to support the administrative degree clearance process.

Transfer students received additional information by the creation of liberal education guides that were published online to share what courses on University of Minnesota system campuses fulfill liberal education requirements across the institution. Additionally, transfer students received their estimated financial aid awards nearly three months earlier than in past years. These

developments provided prospective transfer students timely information when deciding to confirm their enrollment.

The Twin Cities Completion Scholarship was awarded to 41 students for a total of \$70,389.64 (\$1,717 on average) to help them overcome financial barriers to their success at the University of Minnesota. Of those 41 students, 19 have gone on to graduate (46%), seven are currently enrolled and expected to graduate in spring 2017 (17 percent), and 10 are enrolled in courses to continue their education (24 percent). As one recipient said, *“I feel so relieved and humbled that someone was actually there for me and noticed my unique situation. I had lost all hope and figured I would just have to drop out of the U.”*

A collaboration between ASR and CLA-Office of Application Development resulted in two key improvements to Schedule Builder. The first was a connection between Schedule Builder and the student’s registration shopping cart, streamlining the registration process. An enhanced class search was also added to Schedule Builder. This made searching easier and more streamlined, particularly when searching for classes that meet multiple liberal education requirements and online classes. One student commented, *“Y’all added that class search with the filters and I am in schedule planning heaven, it was already such a nicely designed and easy-to-use website, but now you have just made it even more superb! A+++++++”*

Automatic communication to students when classes are canceled was launched in MyU as a notification along with an email regarding the cancellation. This alerts students to make registration changes to maintain their credit load and progress toward degree in a timely manner. The email process runs daily for students at Crookston, Duluth, Rochester, and Twin Cities, with personalized contact information for each campus. Additionally, processes were created to monitor changes to class credits and grading basis after the start of registration. This initiative will help students continue to make degree progress.

One Stop websites for each campus were redesigned into one shared site with campus-specific branding and, when required, campus-specific content. This approach is the first of its kind at the University of Minnesota. The new design emphasizes mobile delivery, aligns with MyU, and ensures that students can find relevant, timely information using their preferred device. Quote: *“The new look and site is wonderful. I can find things of importance faster and I can guide students much faster. Thank you.”*

Student Success Analytics Project

The University recognizes the value of data and analytics to enhance retention and graduation. The Student Success Analytics system-wide project will develop a solution to support student success by building a platform for analysis that will enhance the University’s ability to create and refine data streams for students, faculty and staff, and start to affect positive outcomes earlier in the student academic experience.

The goals are to increase student retention and timely graduation, improve curricular design, delivery and transparency, lower average student debt upon graduation, and enhance the student academic experience. The resulting tools will be an at-risk student dashboard, retention-risk

predictive model, graduation proximately, graduation and retention rate information, and major change analysis. This project is slated for development over five years.

8. Adjust enrollment levels and set tuition rates to provide revenues.

The University should establish and adjust enrollment levels and set tuition rates to provide adequate revenue to support high-quality educational programs within the overall mission of each campus and its colleges. Each year the University should carefully consider both resident and non-resident rates based on maintenance and enhancement of quality academic programs, market forces, peer comparisons, available financial aid resources, and adequacy of state support.

Non-Resident (National and International) Non-Reciprocity Tuition (NRNR)

Over the next few years, the University will attempt to raise non-resident tuition rates (NRNR) to the mid-point of the Big Ten, to approximately \$35,000 in tuition and required fees in 2020-2021. As decided by the Board of Regents in December 2017, the planned increases for the UMTC campus include 15% for the 2018 entering class. However, continuing NRNR students will experience up to a 5.5% tuition increase in the second through fourth year.

As part of this plan, the University will evaluate the role of tuition discounting and other strategies to ensure the U of M remains accessible to non-resident students. The University greatly values the geographical diversity that our national and international students bring to campus and wants to continue to maintain and enhance this.

Resident Tuition

Over the next five years, the University will attempt to keep resident tuition rate increases to a minimum, using the Higher Education Price Index (HEPI) and other measures, as a guide each year. Figure 8-1 depicts the average TC Minnesota resident tuition adjusted for inflation in 2017-2018 dollar amounts.

As of 2017-18 the UMTC tuition and fees rate lies just above the middle of the Big Ten public universities. The highest tuition rates are at Penn State and Illinois, with the lowest rates at Nebraska and Iowa. The UMTC non-resident rate, the lowest in the Big Ten after the planned reduction in 2008, has steadily risen and now sits between Nebraska and a clustered Ohio State/Illinois/Purdue rate. Figure 8-2 depicts a tuition and fee comparison for in-state and out-of-state entering freshmen at Big Ten alliance institutions for the 2017-18 academic year.

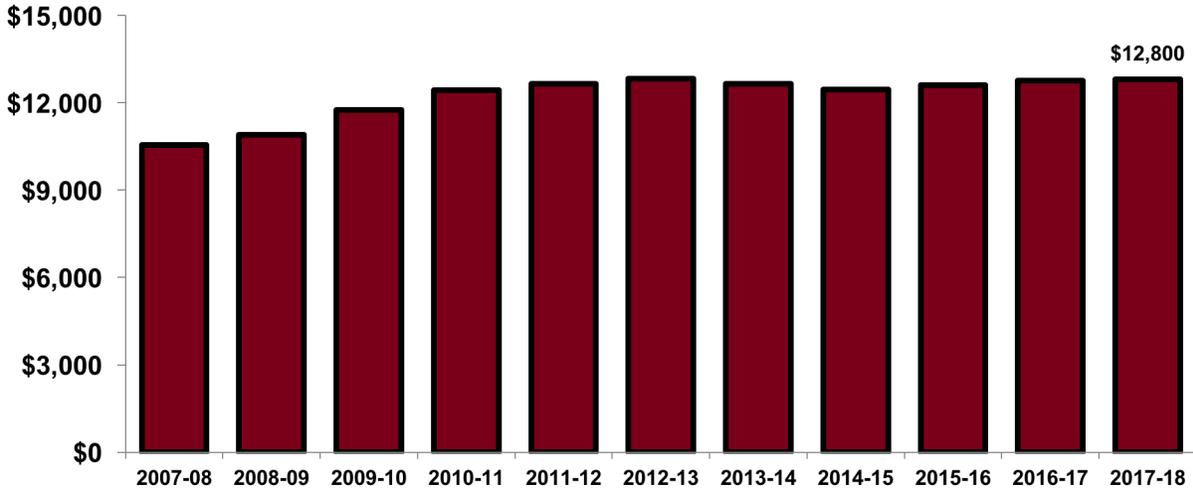


Figure 8-1. Average Twin Cities Undergraduate Minnesota Resident Tuition Adjusted for Inflation (CPI) in 2017-18 Dollars

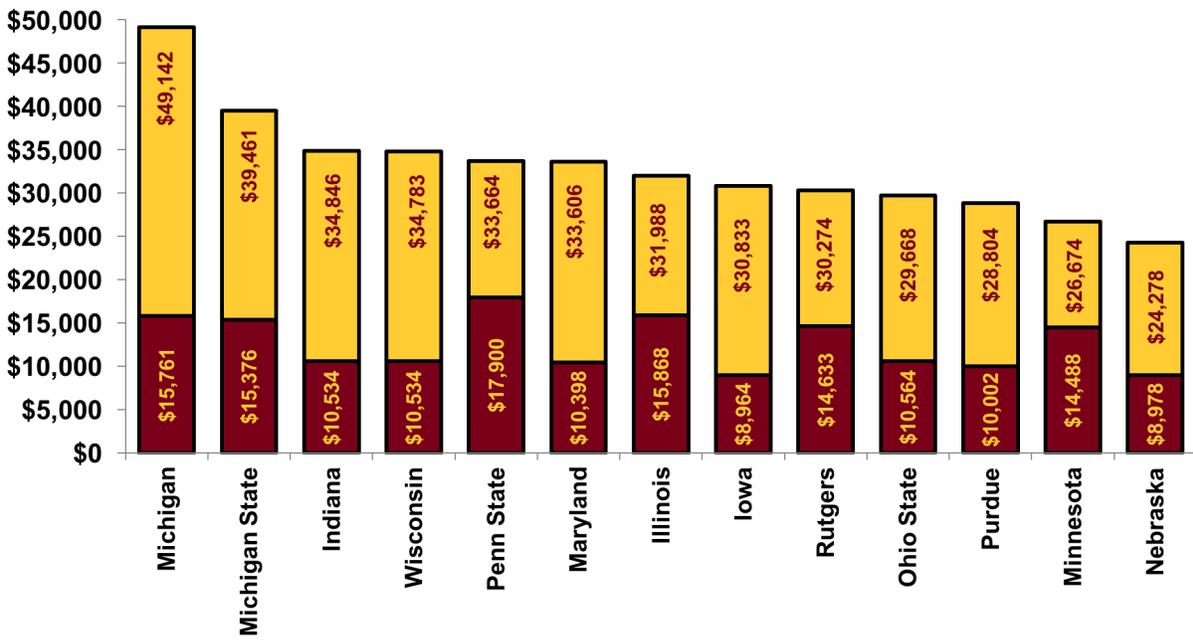


Figure 8-2. In-State and Out-of-State Tuition and Required Fees for Entering Freshmen at Big Ten Academic Alliance Institutions: Academic Year 2017-18

9. Continue to enhance need-based and merit-based financial aid programs.

The University maintains a variety of financial aid programs, which can be categorized roughly into need-based (including middle-income support) and merit-based financial aid. To ensure fiscal access for Minnesota students, and to attract the very best students, the University should continue to provide both need-based (including middle-income) and merit-based financial aid. The general allocation of financial aid resources should be biased toward need-based financial aid, but strong support for merit-based scholarships is also needed to attract the best and brightest students, who often have multiple competing offers. The general allocation of financial aid resources should be two-thirds toward need-based aid and one-third toward merit-based aid. A major priority should be increasing institutional aid for all categories.

Some of the additional goals for financial aid policy/practice include:

- As a public institution, the University supports access for all qualified students, and its review of applicants for undergraduate admissions is need-blind. A student's ability to pay is not a factor in determining admissibility.
- In support of retention and timely graduation, multi-year financial aid packages (four years for freshmen, two years for transfer students) will be offered whenever possible. Financial aid will be targeted to degree-seeking students, and continuation of aid for a student will depend upon the student making satisfactory and timely academic progress toward a degree.
- Financial aid packages will be tailored to each student's circumstances and may include a variety of forms of need-based and/or merit-based aid from numerous funding sources including, but not limited to, University funds, federal and state aid programs, external scholarships, and donor-directed funds.
- The University of Minnesota financial aid package for an individual student will not exceed the federal cost of attendance for any given year.
- The University should strive to grow system-wide institutional gift aid to \$275 million (established in the University Progress Card).

Need-Based Strategies

The backbone for the UMTC's need-based program is a combination of nearly \$28 million in Federal Pell Grants, \$36 million in Minnesota State Grants, and \$17 million in the U of M's Promise Scholarships, which provides grants to low- and middle-income students (dollar amounts reflect 2016-2017 data). The strategy focuses on students with the greatest financial need, but includes middle income families making up to \$120,000. Table 9-2 depicts the expected need-based aid based for four income scenarios (\$25,000, \$50,000, \$100,000, and \$120,000) for a Minnesota resident.

The U Promise scholarship is automatically applied to any Minnesota resident who comes from a family with an AGI of \$120,000 or less. These students do not need to apply or reapply for this aid; they only need to submit a FAFSA each year. The Promise program helps make college possible for all students throughout Minnesota. In 56 counties, the University of Minnesota provides Promise Scholarships to at least half of undergraduate students enrolled system-wide (Table 9-1).

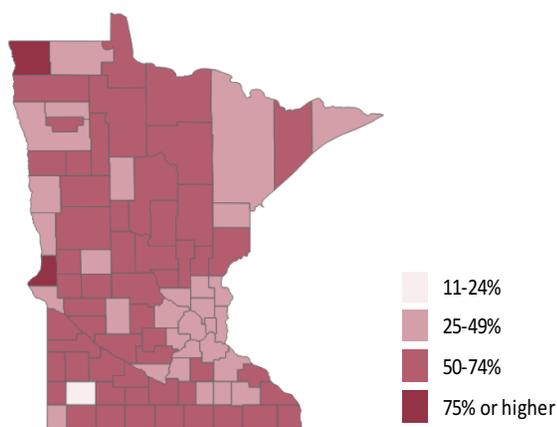


Table 9-1. Percent of fall 2017 Undergraduate Degree-Seeking Students System-Wide within Each County Receiving a Promise Scholarship.

The University also extends this scholarship to undocumented students who have graduated from Minnesota high schools who are eligible for the Minnesota Dream Act. Although this population isn't particularly large, these dollars are an important component of ensuring this portion of the Minnesota population continues their education.

Like other institutional aid, the U Promise scholarship encourages students to enroll in a minimum 13-credits per semester; most enroll for nearly 15. This is important as it keeps students on track for timely graduation as well as allows them to receive maximum funding for a Minnesota State Grant (if they are eligible for it) as the grant is prorated based on credits taken up to a maximum of 15 credits a term.

U Promise is unique in that it extends to students who are out of the federal Pell Grant range. This was intentional as the University of Minnesota was seeing many of our middle-income students and families struggle to afford a University of Minnesota education.

A low-income student with a family adjusted gross income (AGI) of \$25,000 (Column 2) will need to cover the 2017-18 Cost of Attendance (\$27,348). This family's Expected Family Contribution (EFC), as generated from the Federal FAFSA, would be zero. This student would be packaged with a nearly \$6,000 Pell Grant, \$5,892 in State Grant funds, \$600 in SEOG funds, and a \$4,134 U of M Promise Grant. The total gift aid offered would be \$16,546, nearly \$2,000 over the tuition and fees of \$14,488. In order to fully package this student, she/he would also be

offered \$2,700 in Work Study, a \$5,500 Student Loan, and a \$2,600 Parent Loan. This student might also receive a merit scholarship, which would then lower the loan amounts.

For an adjusted gross income of \$50,000, the student would be offered \$11,019 in gift aid and for an AGI of \$120,000 would be offered a \$306 U of M Promise grant.

Cost of Attendance (COA)	\$27,348	\$27,348	\$27,348	\$27,348
Tuition and Fees	\$14,488	\$14,488	\$14,488	\$14,488
Adjusted Gross Income (AGI)	\$25,000	\$50,000	\$99,999	\$119,999
Expected Family Contribution (EFC)	\$0	\$4,750	\$14,778	\$25,356
<u>Typical Aid Package</u>				
Pell	\$5,920	\$1,170	\$0	\$0
State Grant	\$5,892	\$6,651	\$0	\$0
SEOG (Supplemental Educational Opportunity Grant)	\$600	\$600	\$0	\$0
U Promise	<u>\$4,134</u>	<u>\$2,598</u>	<u>\$1,056</u>	<u>\$306</u>
Subtotal Gift Aid	\$16,546	\$11,019	\$1,056	\$306
Work Study	\$2,700	\$2,700	\$2,700	\$820
Student Loan (Sub/Unsub offered)	\$5,500	\$5,500	\$5,500	\$5,500
Parent Loan (amount offered)	<u>\$2,602</u>	<u>\$8,129</u>	<u>\$18,092</u>	<u>\$20,722</u>
Total Aid Package (offered)	\$27,348	\$27,348	\$27,348	\$27,348

Table 9-2. Typical Need-Based Aid Packages at Various Income Levels: UMTC, MN Resident Undergraduate, 2017-18

The total amount of gift aid distributed on the UMTC campus is depicted on Table 9-3. The total gift aid continues to rise, reaching a total of nearly \$150 million for 2016-17 (the latest financial aid data available). The financial aid years of 2009-10 and 2010-11 were anomalies due to the Federal stimulus funding that the state of Minnesota allocated through the State Grant Program.

A goal for the Twin Cities campus is to continue building its need-based and merit-based scholarship programs, which have grown by over \$20 million to a total of \$60 million each year. The newly-established capital campaign announced by President Kaler also has ambitious goals for enhanced undergraduate scholarship support.

FINANCIAL AID YEAR (Fall, Spring, Summer)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
University Scholarships	\$38.2	\$39.3	\$52.4	\$51.8	\$53.9	\$57.8	\$58.0	\$59.8
PELL (Federal)	\$27.8	\$33.9	\$31.6	\$30.2	\$29.4	\$29.2	\$27.9	\$27.7
Other Federal	\$9.1	\$7.5	\$3.1	\$3.2	\$3.0	\$3.0	\$3.1	\$3.4
State/Local Government	\$44.3**	\$49.3**	\$26.0	\$25.8	\$29.5	\$29.6	\$32.0	\$35.6
Private	\$7.6	\$7.9	\$8.0	\$7.9	\$8.5	\$9.2	\$9.7	\$10.2
Athletic	\$7.8	\$7.9	\$8.8	\$9.0	\$9.6	\$8.7	\$10.1	\$10.5
Regents Scholarship (employees)	\$0.7	\$0.6	\$0.6	\$0.8	\$0.7	\$0.8	\$0.9	\$0.8
TOTAL GIFT AID	\$135.6**	\$146.4**	\$130.6	\$128.5	\$134.6	\$138.3	\$141.7	\$147.9

Table 9-3. Gift Aid (in \$ millions) Twin Cities Degree-Seeking Undergraduate Students

Of course, a major objective for the Twin Cities campus is to minimize student debt (Table 9-4). Each year the administration carefully evaluates debt trends, focusing on: (1) the percent who graduate without student loan debt, and (2) average loan debt (for those who borrow).

For the period 2008-09 to 2016-17, the percent **who do not borrow** student loans (e.g., those without student loan debt) increased from 35 to 43%—a positive indicator of enhanced financial aid. At the same time, the average amount borrowed at graduation continued to drop from a high point of \$27,578 in 2010-11 to \$25,994 for 2016-17.

Year of Graduation	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of Graduates	6,542	6,758	6,861	7,439	7,420	7,387	7,382	7,507	7,594
% with NO Debt	35%	36%	34%	36%	37%	38%	40%	43%	43%
<u>Student Loan Debt (for students with debt excluding PLUS parent loans)</u>									
Average	\$25,433	\$26,348	\$27,086	\$27,578	\$27,158	\$26,406	\$26,091	\$26,068	\$25,994
Median	\$23,455	\$23,503	\$24,337	\$24,646	\$24,594	\$24,433	\$24,000	\$23,318	\$23,009

Table 9-4. Student Loan Debt (for those with debt) Twin Cities Campus Bachelor's Degree Recipients

Finally, Figure 9-1 shows for the period 2000 through 2017 with Minnesota resident long-term trends on total University scholarships/grants, total student loans, resident tuition rate, and fall enrollments. Minnesota resident enrollment grew in the early 2000s but has remained stable. Total student loans borrowed by Minnesota residents peaked in 2011-12 but has declined even as tuition rates increased. Even though resident tuition rates grew by 185% since 2000, total scholarship dollars given to Minnesota residents has increased by 385%. A similar resident tuition pattern would be found at many of the UMTC's peer institutions.

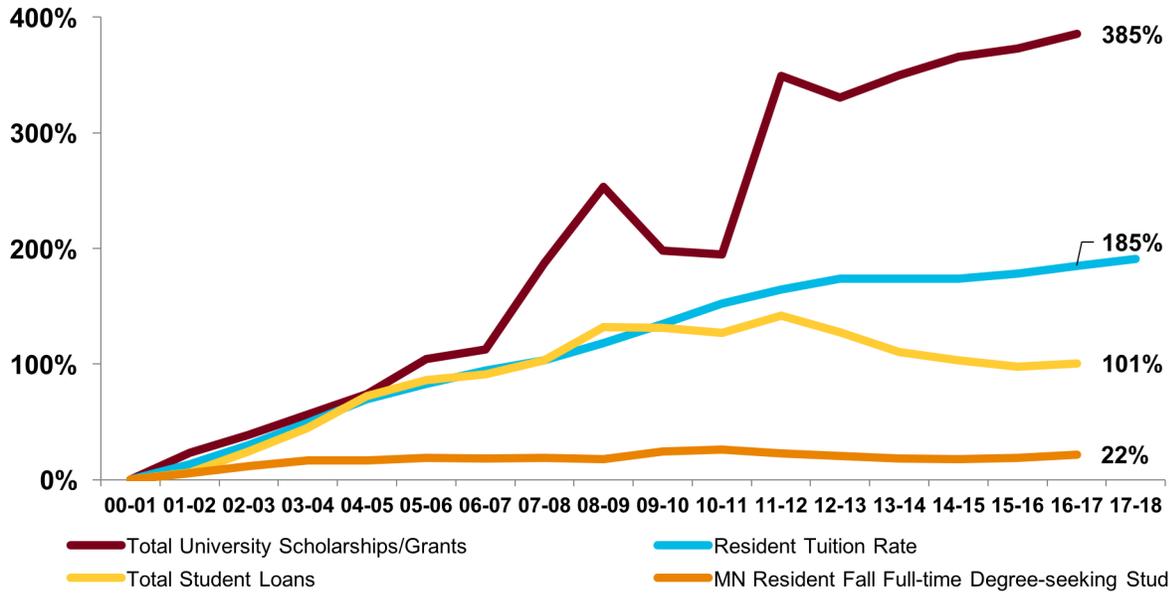


Figure 9-1. Twin Cities Undergraduate Minnesota Resident Total Amount University Scholarship and Total Amount Student Loans Change Since 2000

10. Be attentive to state, national, and global workforce needs.

As a state, land-grant university, the University's enrollment planning must be attentive to the workforce needs of the future for the state, the nation, and the world. Over the next five years, the University should increase the number of STEM graduates (including fields outside of the traditional STEM areas), be attentive to fields important to the State of Minnesota's future (e.g., food science, health disciplines, environmental science, climate change), and be responsive to emerging fields and new technologies (e.g., data science). For the current year, the UMTC expects to graduate 3,300 STEM majors. Given recent trends in STEM enrollments, a reasonable goal is to graduate 3,600 STEM majors in 2020-21.

STEM definition

For federal reporting purposes, each degree program at the University of Minnesota (and other institutions) is assigned a six-digit Classification of Instructional Program (CIP) code representing its field of study. The first two digits of that code represent the broadest categorization of fields. The University of Minnesota uses the following two-digit CIP codes to represent STEM:

- 01: Agriculture, Agriculture Operations, and Related Sciences
- 03: Natural Resources and Conservation
- 04: Architecture and Related Services
- 11: Computer and Information Sciences and Support Services
- 14: Engineering
- 15: Engineering Technologies and Technicians
- 26: Biological and Biomedical Sciences
- 27: Mathematics and Statistics
- 40: Physical Sciences
- 41: Science Technologies/Technicians
- 51: Health Professions and Related Programs

Given the enrollment growth in several of the UMTC colleges that focus on STEM (CBS, CSE, and CFANS), the number of STEM graduates has been increasing (Figure 10-1). In 2017, there were 3,519 STEM graduates, up from 2,240 a decade ago.

The State of Minnesota has established a series of legislative metrics for the entire University of Minnesota system. Three of these involve undergraduate student success and one specifically sets targets for STEM degree production. The most recent legislative target required the U of M system to increase STEM graduates by 2% over the period 2014-16, which was achieved.

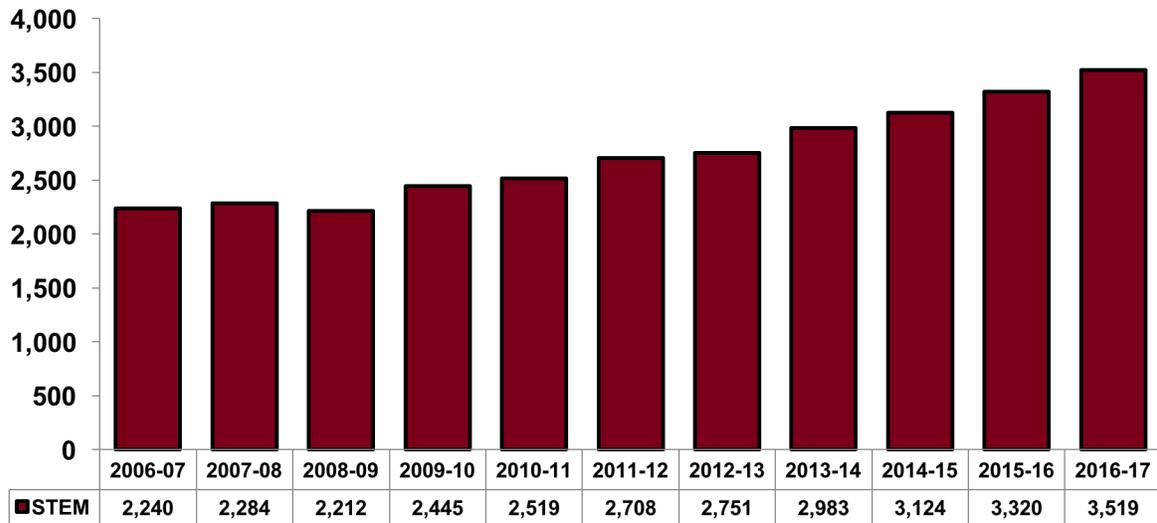


Figure 10-1. Twin Cities Campus Baccalaureate STEM Degrees Awarded

Career Services

U of M students are a vital talent source for the state, and it is in the best interests of the state, the University, and the students to offer high-quality career services. University students have a variety of career-related services available to assist them with securing internships, finding job prospects, preparing for job interviews, and more. According to the recent alumni survey, career skill development is one of the most important areas of the student experience.

Students and alumni have lifetime access to GoldPASS — a professional job, internship, and volunteer database. In April 2018, a new GoldPASS platform will make finding opportunities faster and easier for students, alumni and employers. GoldPASS, powered by Handshake, marks the latest effort to position U of M students and alumni to be successful when starting their careers. Carlson School undergraduate students, MBA students and Law School students have their own platforms as well.

Each college on the Twin Cities campus has its own career services office in order to cater services and more effectively meet the unique needs of different student populations. The Office for Student Affairs also supports Career Services Administration (CSA), which works centrally to coordinate campus efforts. In addition to the online platforms, students benefit from career counseling, resume and cover letter review, career events, mock interviews, career courses, information sessions, and site visits.

Employer Survey Results

In the spring of 2016, CSA administered an employer survey. More than 1,600 responses were submitted. Employers said U of M students had strong employment attributes, especially: ability to learn new ideas quickly; ability to function effectively as a team member; ability to appreciate and interact with individuals different from yourself; creative/innovative thinking; effective interpersonal communication; and critical / analytical thinking. These particular competencies

align well with employers' rating of career competencies as reported by the National Association of Colleges & Employers (NACE) in 2017.

Preparing Students for Graduate and Professional Education

While the majority of University of Minnesota graduates move immediately into the workforce after graduation, the University also contributes significantly to meeting the needs of the state, region, nation, and world for workers with advanced skills by preparing undergraduates for graduate and professional studies. Examining a snapshot of graduates from the previous five years in the fall of 2017, more than 20% of UMTC baccalaureate graduates had enrolled in graduate or professional programs across more than 550 institutions. Just over 40% of those students enrolled in UMTC graduate or professional programs, and nearly 20% enrolled at other Minnesota institutions.

Priorities for 2018-19 Academic Year:

The Strategic Enrollment Management Committee will focus on the following topics for the 2018-19 academic year. Topics include:

- International recruiting and international strategy (explore possible increase 1-2% of enrollees)
- Discounting Strategy for non-resident/non-reciprocity students
- Reciprocity strategy
- Closing gaps on diversity experience and student success
- Professional degrees and impact on undergraduate education
- Specific college enrollment strategies
- Evaluation of Bachelor of Arts and Bachelor of Science degrees
- Role of Gateway courses on student success and degree progress
- Transfer student experience strategy
- Use of mid-term alerts
- Enhanced marketing strategy on progress at the U on student success metrics and the value of a University of Minnesota degree

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Appendix

Historical Context About the University of Minnesota Twin Cities

The Research University

Faculty and staff are often asked this question by prospective students, “What are the advantages of studying at a research university?” The answer is straightforward. Our faculty members are the creators of knowledge, and their teaching draws upon their latest research and creative activity. Our faculty write award-winning academic articles and books, develop and execute profound scientific experiments, dazzle the world with new engineering marvels, and create original works of art. At the same time, our faculty are achieving national and international recognition for their high-quality teaching and mentoring of our outstanding graduate and undergraduate students. From such faculty, a student can acquire not only understanding of the content of a discipline and the field's leading edge, but also the excitement of actively pushing the frontiers of knowledge.

Each year, over 600 undergraduate students work one-on-one with a faculty member on research projects, through our Undergraduate Research Opportunities Program (UROP). Such experiences build our students’ writing, analytical, and organizational skills. We are the research university in the state, and education and research are inexorably linked on our campus. Excellence in research is required for outstanding graduate education, and excellent graduate students are necessary for faculty to maintain a first-rate research agenda.

The Land Grant Mission

As a land grant institution, we have a mission to serve the State of Minnesota and to apply our knowledge to societal problems. As such, we greatly value our students’ opportunities for service learning, internships, and other learning experiences with public agencies, private companies, arts organizations, and other non-profit organizations. We have a remarkable number of these opportunities given our Twin Cities location, with multiple government agencies and many major companies that hire U of M students as interns or permanent employees after graduation.

The Twin Cities Metropolitan Area and State Capital

The Twin Cities Metropolitan Region is a cultural, educational, and economic center in the upper Midwest. Noted for its diverse and thriving economic community with a strong business environment, the Twin Cities also is known as a nationally-renowned cultural center with many types of theatres (the University maintains a joint BFA program with the Guthrie Theatre), a range of museums, two major orchestras, and a vibrant music scene, and a physical environment noted for its many parks, lakes, bicycle paths, rivers, and all-seasons of activities. Given this rich environment, the Twin Cities is a very special place to study and live, whether you are a freshman studying art history, a Ph.D. student in chemical engineering, a business professional pursuing an MBA, or a medical student.

The Student Experience

The University of Minnesota student experience is distinctive due to its unique position in the world of public higher education:

- The University is the state's only **research (R1) university** and one of the very best research universities in the nation. It is one of the few research campuses nationally that has both an academic health center with a major medical school and agricultural programs with an extension service.
- We are the public **land grant** university for the State of Minnesota.
- We reside in the **state capital**, which provides many opportunities for internships and research opportunities with state agencies such as the Department of Natural Resources, Department of Transportation, and Department of Public Health.
- We reside in a thriving **metropolitan area**, with a stable economy, remarkable natural beauty, and a vibrant social and cultural environment. The Twin Cities is often ranked at the very top in terms of quality of life with a thriving business community, including the headquarters of 21 Fortune 500 corporations.

A committee was formed in summer of 2010 and was co-chaired by the Vice Provost and Dean of Undergraduate Education and the Vice Provost and Dean of Graduate Education. The charge of the committee was to take a comprehensive look at Twin Cities campus enrollments and develop proposals for comprehensively managing enrollments in the long term.

General Enrollment Management Principles (2011 report)

The committee framed its work by developing a set of general principles that apply to all levels of students—undergraduate, graduate, and professional, and then developed specific principles that also apply to each of the three groups individually.

The committee discussed the definitions of undergraduate and defined it as follows:

Undergraduate: Students pursuing programs leading to associate or bachelor degrees.

1. Maintain affordability. The University must remain affordable to a broad cross-section of students from Minnesota, from across the United States, and from all parts of the world.

2. Admit for success. The University should admit to colleges and programs those students who will benefit from the curriculum and who have a strong probability of graduating in a timely manner. To do so, Admissions should conduct a holistic review of student records, using primary and secondary factors.

3. Provide a high-quality education and student experience. The University needs to adjust enrollments to its fiscal, intellectual, and physical resource capacity. Enrollments should be adjusted according to our ability to provide a very high quality education to our students.

4. Support student success. The University should direct resources to help ensure that students who are admitted to its colleges and programs are adequately supported to be able to complete the programs and graduate in a timely way.

5. Incorporate ethnic, social, economic, and geographic diversity. As a land grant university, the University is committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota. The educational experience of all students is enhanced when they can interact with students from a variety of other states and countries. The University serves as a magnet for bringing talent into the state.

6. Emphasize signature strengths. The University needs to give highest priority to its strongest and most distinctive programs while at the same time striking a balance between existing and emergent disciplines. It needs to continually nurture new and promising programs.

7. Maintain adequate tuition revenues. The University should adjust enrollments, programs, and tuition to maintain revenue to adequately support student needs, academic priorities, and high program quality.

8. Give highest priority to degree-seeking students. While the University serves many different types of students, those pursuing undergraduate, graduate, and professional degrees are our highest priority. Enrollment of other students needs to be managed as an important, but secondary, priority.

9. Consider state, national, and global workforce needs. University enrollment planning must be attentive to the workforce needs of the future for the state, the nation, and the world.

10. Maintain opportunities for transfer students. Educating transfer students is an important and integral part of the University's mission. The University should enroll a balance of new high school students and transfer students who can benefit from completing a degree program at the University of Minnesota.

11. Partner with other state systems but retain our unique mission. The University should partner with other higher education systems to advance the state's common agenda, but maintain its distinctive mission within the state to provide its students with the opportunities and benefits of attending a world-class research institution.

University of Minnesota Board of Regents Progress Cards (2017)

UNIVERSITY OF MINNESOTA
Driven to Discover™

Progress Card: Gold Measures

- Well understood and agreed upon data sources
- Able to set a quantifiable goal for 2021
- Reasonable historic data and accuracy
- University can take action to influence

Entering year	Campus	2010	2011	2012	2013	Goal/Year
4-year graduation rate	Crookston	42.5%	44.5%	46.5%	46.2%	45%/2017 cohort
	Duluth	38.2%	39.0%	38.9%	40.9%	45%/2017 cohort
	Morris	53.4%	52.6%	54.3%	48.9%	60%/2017 cohort
	Rochester	50.0%	63.1%	56.4%	60.0%	60%/2017 cohort
	Twin Cities	60.9%	63.3%	65.2%	68.4%	65%/2017 cohort
Entering year		2008	2009	2010	2011	Goal/Year
6-year graduation rate	Crookston	51.7%	48.4%	56.7%	58.9%	60%/2015 cohort
	Duluth	65.5%	66.5%	64.7%	65.1%	68%/2015 cohort
	Morris	73.5%	68.1%	69.1%	64.1%	80%/2015 cohort
	Rochester	NA	60.0%	62.0%	69.4%	60%/2015 cohort
	Twin Cities	78.7%	77.6%	78.9%	80.6%	82%/2015 cohort
Entering year		2010	2011	2012	2013	Goal/Year
4-year graduation rates of Pell-eligible students	System	43.9%	45.4%	47.4%	50.9%	54%/2017 cohort
		2014-15	2015-16	2016-17	2017-18	Goal
Freshman average ACT	Twin Cities	27.9	28.2	28.3	28.4	>28.0
		2012-13	2013-14	2014-15	2015-16	Goal/Year
Institutional gift aid	System	\$216M	\$223M	\$233M	\$246M	\$275M/2021
		FY2013	FY2014	FY2015	FY2016	Goal/Year
R&D expenditures	Twin Cities	\$858M	\$877M	\$881M	\$910M	\$900M/2021
		FY2013	FY2014	FY2015	FY2016	Goal/Year
Medical School ranking	Twin Cities/ Duluth	27	30	32	34	Top 20/2021
		2010-11	2011-12	2012-13	2013-14	Goal/Year
Faculty awards (N and Rank: Public Universities)	Twin Cities	25 (10th)	33 (5th)	32 (6th)	26 (8th)	35+ (Top 10)/2021
		2013	2014	2015	2017	Goal/Year
% Participation, Employee Engagement Survey	System	57%	64%	67%	71%	72%/2021
		FY2014	FY2015	FY2016	FY2017	Goal/Year
Op Ex—continued progress on \$90M	System	\$18.8M	\$38.3M	\$53.8M	\$68.4M	\$90M/FY19

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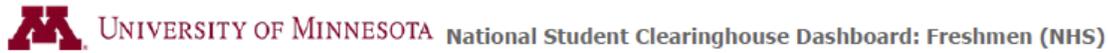
Maroon Measures

Strategic Focus	Campus	Performance Drivers/Outcomes	2011	2012	2013	2014	Goal
Undergraduate Education	Twin Cities	Twin Cities transfer student 3-year graduation rate	62.5%	61.4%	62.4%	64.6%	>65%
			2013-14	2014-15	2015-16	2016-17	Goal
Graduate Education	Twin Cities/ Duluth	Graduate and professional degrees awarded	5,294	5,305	5,184	5,372	>5250
			2012-13	2013-14	2014-15	2015-16	Goal
Financial Accessibility	System	Median undergraduate debt at graduation	\$24,880	\$24,854	\$24,776	\$24,645	Grow no faster than CPI; Correct for federal/state policy changes
			2013	2014	2015	2017	Goal
Inclusive Success	Twin Cities	Students of color with a favorable sense of belonging on campus (SERU survey)	59.2%	57.5%	57.3%	52.3%	Match to non-SOC response (currently 65.4%)
			2013	2014	2015	2016	Goal
Serving Minnesota Students	System	Percent of incoming new (and all currently enrolled undergraduate) students who are Minnesota high school graduates	72.3% (71.9%)	71.0% (71.4%)	70.0% (71.0%)	70.6% (71.1%)	Maintain historical access
	System	Percent of Minnesota high school graduates that elect to attend college in Minnesota and enroll at the U of M as freshmen	16.2%	16.7%	16.6%	18.7%	Maintain historical access
			2013-14	2014-15	2015-16	2016-17	Goal
Health Sciences	Twin Cities/ Duluth/ Rochester	Enrollment in in-demand health science specialties (Nursing, Pharmacy, Dentistry)	2,000	2,051	2,085	2,072	>2,100
	Twin Cities/ Duluth/ Rochester	The total combined fall enrollments in the Academic Health Center schools and the AHC Center for Allied Health	6,292	6,194	6,198	6,316	>6,350
			2013-14	2014-15	2015-16	2016-17	Goal
Research	Twin Cities	National public research ranking	9	8	8	8	Maintain top 10
	System	MN-IP agreements	51	69	81	72	10% annual growth
			2012-13	2013-14	2014-15	2015-16	Goal
Land Grant Mission	System	Public service expenditures	\$249M	\$253M	\$248M	\$258M	>\$245M
			2011-12	2012-13	2013-14	2014-15	Goal
Academic Excellence	Twin Cities	Citations per faculty member	127	126	124	133	>125
					2000-05	2005-10	2010-15
	System	National scholarships awarded to students		31	52	75	>80 from 2015-2020
			FY2013	FY2014	FY2015	FY2016	Goal
Operational Excellence	System	Spending on leadership & oversight vs. mission and mission support (%)	8.3%	8.1%	8.1%	8.3%	Decrease over time
	System	GSF in poor or critical condition (facility condition assessment)	7.61M	7.73M	8.32M	8.43M	Decrease over time
	System	Sustainability—Metric tons of greenhouse gasses (2008 base level: 703,311)	626,599	603,504	592,269	571,595	50% reduction from 2008 levels by 2021 (351,656)
	System	Credit rating	Aa1	Aa1	Aa1	Aa1	Maintain per Board policy
			2003-06	2004-07	2005-08	2006-09	Goal
Athletics	Twin Cities	Graduation Success Rate (GSR)	83.6%	86.2%	88.2%	90.2%	Maintain recent gains

1. Plan for modest undergraduate growth over the next five-year period.

Admissions Competitor Set By College:

Carlson School of Management



Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20 Institutions	UNIVERSITY OF MINNESOTA-TWIN CITIES	532	499	547	553	585	2,716	All
	UNIVERSITY OF WISCONSIN - MADISON	187	186	199	206	248	1,026	Admitted College CSOM
	UNIVERSITY OF ILLINOIS @ URBANA	54	62	65	90	99	370	Race/Ethnicity
	INDIANA UNIVERSITY BLOOMINGTON	28	62	47	73	109	319	All
	UNIVERSITY OF ST THOMAS	24	22	39	38	34	157	ACT Score
	THE OHIO STATE UNIVERSITY	14	17	18	27	29	105	All
	UNIVERSITY OF MICHIGAN	11	14	17	19	20	81	Show Top N Institut.. 20
	UNIVERSITY OF IOWA	11	12	13	20	24	80	
	MIAMI UNIVERSITY	9	9	11	21	19	69	
	UNIVERSITY OF NEBRASKA-LINCOLN	9	11	14	14	13	61	
	BOSTON COLLEGE	10	6	11	10	16	53	
	MARQUETTE UNIVERSITY	8	16	10	11	6	51	Include UMNTC in Li.. All
	UNIVERSITY OF TEXAS AT AUSTIN	8	6	7	9	18	48	
	IOWA STATE UNIVERSITY	8	12	8	8	11	47	Expand or Collapse L.. Collapse
	CREIGHTON UNIVERSITY	4	5	8	11	18	46	
	UNIVERSITY OF SOUTHERN CALIFORNIA	5	7	7	8	19	46	
	UNIVERSITY OF MISSOURI-COLUMBIA	7	6	14	10	8	45	Major (Acad Plan) All
DEPAUL UNIVERSITY	8	4	11	13	8	44		
NEW YORK UNIVERSITY	9	2	7	11	13	42	Major (Sub Plan) All	
Others	Others	291	310	354	492	629	2,076	

College of Biological Sciences



Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20 Institutions	UNIVERSITY OF MINNESOTA-TWIN CITIES	450	511	502	532	589	2,584	All
	UNIVERSITY OF WISCONSIN - MADISON	275	269	282	285	322	1,433	Admitted College CBS
	UNIVERSITY OF ILLINOIS @ URBANA	36	43	50	57	65	251	Race/Ethnicity
	UNIVERSITY OF IOWA	14	23	15	37	52	141	All
	MARQUETTE UNIVERSITY	23	35	22	27	17	124	ACT Score
	ST OLAF COLLEGE	28	26	26	17	25	122	All
	UNIVERSITY OF ST THOMAS	16	14	26	29	25	110	Show Top N Institut.. 20
	UNIVERSITY OF MICHIGAN	14	14	11	20	32	91	
	IOWA STATE UNIVERSITY	20	17	18	18	16	89	
	THE OHIO STATE UNIVERSITY	8	12	14	22	33	89	
	LOYOLA UNIVERSITY CHICAGO	13	17	12	15	28	85	
	UNIVERSITY OF CALIFORNIA-LOS ANGEL..	5	16	12	26	22	81	Include UMNTC in Li.. All
	WASHINGTON UNIVERSITY	14	12	16	18	17	77	
	UNIVERSITY OF CALIFORNIA - BERKELEY	10	10	12	20	23	75	Expand or Collapse L.. Collapse
	NORTHWESTERN UNIVERSITY	15	10	14	14	20	73	
	UNIVERSITY OF WISCONSIN - LA CROSSE	9	17	13	9	20	68	
	SAINT LOUIS UNIVERSITY	6	13	18	13	14	64	Major (Acad Plan) All
UNIVERSITY OF NEBRASKA-LINCOLN	8	14	19	14	9	64		
UNIVERSITY OF CALIFORNIA-SAN DIEGO	4	8		25	22	59	Major (Sub Plan) All	
Others	Others	459	593	600	778	944	3,374	

College of Design

Number of UMNTC Admits by Institution Attended

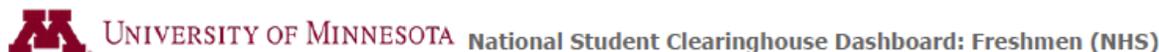
		Admit Term					Grand Total	Home Location All
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20	UNIVERSITY OF MINNESOTA-TWIN CITIES	222	213	220	249	254	1,158	Admitted College
Institutions	UNIVERSITY OF WISCONSIN - MADISON	35	34	33	20	29	151	CDES
	IOWA STATE UNIVERSITY	23	17	25	21	27	113	Race/Ethnicity
	UNIVERSITY OF ILLINOIS @ URBANA	23	15	18	16	26	98	All
	UNIVERSITY OF WISCONSIN - MILWAUK..	12	20	11	8	11	62	ACT Score
	UNIVERSITY OF WISCONSIN - STOUT	11	16	10	12	10	59	All
	NORTH DAKOTA STATE UNIVERSITY	13	11	10	9	11	54	Show Top N Institut.. 20
	UNIVERSITY OF KANSAS	5	5	11	2	11	34	
	UNIVERSITY OF ST THOMAS	10	5	5	1	10	31	
	UNIVERSITY OF NEBRASKA-LINCOLN	7	6	8	3	6	30	
	UNIVERSITY OF MINNESOTA-DULUTH U..	4	5	7	8	5	29	Include UMNTC in Li..
	CALIFORNIA POLYTECHNIC STATE UNIVE..	6	6	4	4	5	25	All
	PENNSYLVANIA STATE UNIVERSITY	1	4	5	4	7	21	
	ARIZONA STATE UNIVERSITY	3	4	5	5	3	20	Expand or Collapse L.. Collapse
	UNIVERSITY OF IOWA	4	3	6	1	5	19	
	INDIANA UNIVERSITY BLOOMINGTON	5	5	2	4	2	18	Major (Acad Plan)
	THE OHIO STATE UNIVERSITY	2	6	5	2	3	18	All
	UNIVERSITY OF MICHIGAN	3	2	6	2	5	18	
	UNIVERSITY OF ILLINOIS AT CHICAGO	1	3	4	5	4	17	Major (Sub Plan)
	Others	Others	157	178	213	196	210	954

College of Education and Human Development

Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location All
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20	UNIVERSITY OF MINNESOTA-TWIN CITIES	445	435	431	458	485	2,254	Admitted College
Institutions	UNIVERSITY OF WISCONSIN - MADISON	93	90	103	78	91	455	EHD
	UNIVERSITY OF ILLINOIS @ URBANA	28	28	28	40	33	157	Race/Ethnicity
	UNIVERSITY OF ST THOMAS	21	19	32	29	16	117	All
	UNIVERSITY OF WISCONSIN - LA CROSSE	27	29	16	23	20	115	ACT Score
	UNIVERSITY OF MINNESOTA-DULUTH U..	19	14	33	18	30	114	All
	UNIVERSITY OF WISCONSIN - EAU CLAIRE	17	12	10	15	20	74	Show Top N Institut.. 20
	MARQUETTE UNIVERSITY	12	11	19	21	9	72	
	ST. CATHERINE UNIVERSITY	9	12	16	9	18	64	
	UNIVERSITY OF IOWA	10	9	9	13	19	60	
	IOWA STATE UNIVERSITY	10	11	13	11	12	57	Include UMNTC in Li..
	AUGSBURG COLLEGE	15	14	7	7	13	56	All
	COLLEGE OF SAINT BENEDICT	16	13	5	11	10	55	
	MINNESOTA STATE UNIVERSITY - MANK..	8	14	15	5	11	53	Expand or Collapse L.. Collapse
	INDIANA UNIVERSITY BLOOMINGTON	10	12	3	10	15	50	
	UNIVERSITY OF NEBRASKA-LINCOLN	7	11	9	7	16	50	Major (Acad Plan)
	ST CLOUD STATE UNIVERSITY	6	5	14	9	11	45	All
	ILLINOIS STATE UNIVERSITY	7	11	5	11	10	44	
	WINONA STATE UNIVERSITY	7	7	10	8	10	42	Major (Sub Plan)
	Others	Others	300	363	327	399	459	1,848

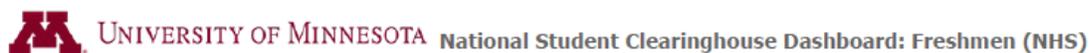
College of Food, Agriculture and Natural Resource Sciences



Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location All
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20 Institutions	UNIVERSITY OF MINNESOTA-TWIN CITIES	301	315	320	338	336	1,610	Admitted College CFANS
	UNIVERSITY OF WISCONSIN - MADISON	83	73	82	73	92	403	
	UNIVERSITY OF ILLINOIS @ URBANA	35	33	37	38	48	191	Race/Ethnicity All
	IOWA STATE UNIVERSITY	20	34	33	38	41	166	
	NORTH DAKOTA STATE UNIVERSITY	13	15	20	11	17	76	ACT Score All
	UNIVERSITY OF WISCONSIN - RIVER FALLS	14	12	14	10	20	70	
	PURDUE UNIVERSITY - WEST LAFAYETTE	10	10	9	16	18	63	Show Top N Institut.. 20
	SOUTH DAKOTA STATE UNIVERSITY	10	9	12	7	16	54	
	UNIVERSITY OF CALIFORNIA-DAVIS	7	8		20	17	52	Include UMNTC in Li.. All
	COLORADO STATE UNIVERSITY	1	12	12	15	10	50	
	UNIVERSITY OF WISCONSIN - STEVENS POINT	9	10	11	5	13	48	Expand or Collapse L.. Collapse
	UNIVERSITY OF ST THOMAS	11	7	8	7	12	45	
	UNIVERSITY OF MISSOURI-COLUMBIA	14	7	6	10	4	41	Major (Acad Plan) All
	MICHIGAN STATE UNIVERSITY	5	4	12	10	8	39	
	THE OHIO STATE UNIVERSITY	5	5	6	8	13	37	Major (Sub Plan) All
	UNIVERSITY OF NEBRASKA-LINCOLN	5	7	8	6	11	37	
	UNIVERSITY OF WISCONSIN - LA CROSSE	11	7	10	6	3	37	Major (Sub Plan) All
PENNSYLVANIA STATE UNIVERSITY	1	1	12	8	12	34		
UNIVERSITY OF MINNESOTA-DULUTH U.S.A.	6	7	4	3	10	30		
Others	Others	245	295	316	326	423	1,605	

College of Liberal Arts



Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location All
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20 Institutions	UNIVERSITY OF MINNESOTA-TWIN CITIES	2,594	2,524	2,451	2,558	2,543	12,670	Admitted College CLA
	UNIVERSITY OF WISCONSIN - MADISON	898	831	852	683	671	3,935	
	UNIVERSITY OF ILLINOIS @ URBANA	194	243	218	272	287	1,214	Race/Ethnicity All
	UNIVERSITY OF ST THOMAS	163	150	164	152	193	822	
	UNIVERSITY OF IOWA	124	107	144	156	155	686	ACT Score All
	UNIVERSITY OF MINNESOTA-DULUTH U.S.A.	109	129	142	117	162	659	
	IOWA STATE UNIVERSITY	129	142	129	126	122	648	Show Top N Institut.. 20
	MARQUETTE UNIVERSITY	117	83	85	97	80	462	
	UNIVERSITY OF WISCONSIN - EAU CLAIRE	77	60	83	88	69	377	Include UMNTC in Li.. All
	UNIVERSITY OF WISCONSIN - LA CROSSE	96	70	83	74	50	373	
	ST OLAF COLLEGE	77	64	74	54	90	359	Expand or Collapse L.. Collapse
	UNIVERSITY OF MISSOURI-COLUMBIA	90	62	73	79	52	356	
	NORTH DAKOTA STATE UNIVERSITY	79	62	68	65	71	345	Major (Acad Plan) All
	LOYOLA UNIVERSITY CHICAGO	77	58	68	58	80	341	
	THE OHIO STATE UNIVERSITY	53	55	86	67	79	340	Major (Sub Plan) All
	PURDUE UNIVERSITY - WEST LAFAYETTE	58	47	66	60	79	310	
	INDIANA UNIVERSITY BLOOMINGTON	40	55	61	67	61	284	Major (Sub Plan) All
UNIVERSITY OF NEBRASKA-LINCOLN	48	55	65	54	60	282		
UNIVERSITY OF MICHIGAN	53	56	43	60	60	272		
Others	Others	3,098	3,086	3,471	3,394	3,840	16,889	

College of Science and Engineering



Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20	UNIVERSITY OF MINNESOTA-TWIN CITIES	970	1,047	1,059	1,074	1,085	5,235	All
Institutions	UNIVERSITY OF WISCONSIN - MADISON	375	366	403	344	394	1,882	Admitted College
	UNIVERSITY OF ILLINOIS @ URBANA	168	191	191	250	294	1,094	CSE
	IOWA STATE UNIVERSITY	85	83	84	85	118	455	Race/Ethnicity
	PURDUE UNIVERSITY - WEST LAFAYETTE	78	74	64	73	109	398	All
	UNIVERSITY OF MICHIGAN	29	41	37	43	83	233	ACT Score
	UNIVERSITY OF CALIFORNIA - BERKELEY	15	24	36	51	64	190	All
	THE OHIO STATE UNIVERSITY	26	29	29	49	42	175	Show Top N Institut..
	UNIVERSITY OF ST THOMAS	24	31	38	31	42	166	20
	GEORGIA INSTITUTE OF TECHNOLOGY	18	31	35	37	42	163	
	NORTHWESTERN UNIVERSITY	18	28	25	44	46	161	
	UNIVERSITY OF IOWA	29	15	24	29	40	137	Include UMNTC in Li..
	NORTH DAKOTA STATE UNIVERSITY	27	35	25	16	27	130	All
	UNIVERSITY OF NEBRASKA-LINCOLN	28	26	21	20	33	128	Expand or Collapse L..
	UNIVERSITY OF ALABAMA	10	19	24	35	36	124	Collapse
	UNIVERSITY OF TEXAS AT AUSTIN	11	20	18	28	29	106	
	UNIVERSITY OF CALIFORNIA-LOS ANGEL..	10	11	17	30	37	105	Major (Acad Plan)
CASE WESTERN RESERVE UNIVERSITY	17	14	20	25	28	104	All	
UNIVERSITY OF MINNESOTA-DULUTH U..	19	11	19	19	28	96	Major (Sub Plan)	
Others	Others	784	917	843	1,072	1,269	4,885	All

Source: National Student Clearinghouse

Not For Distribution - For Internal Planning Purposes Only

Fall 2018 NHS Enrollment Targets: President's Emerging Scholars (PES)

	CSOM	CEHD			CSE	CBS	CLA	CDES	CFANS	TOTAL
Total NHS Enrollment Target	580-600	455-480			1150	600-625	2,450	260-280	375-400	5,870-5,985
PES Program	PES	PES Only			PES	PES	PES	PES	PES	PES
PES Target	15	50	125	25	20	15	235	10	55	550

6. Value ethnic, social, economic, and geographic diversity.

RESOLUTION RELATED TO DIVERSITY IN UNDERGRADUATE EDUCATION ON THE TWIN CITIES CAMPUS:

The following resolution was reviewed and supported by the Board of Regent in February 2018. This resolution will center much of the strategic enrollment initiatives in the coming months.

WHEREAS, Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action* states that “a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society”; and

WHEREAS, the Twin Cities campus strategic plan identifies diversity as a strategic necessity for advancing the University mission and enhancing academic excellence; and

WHEREAS, the University serves Minnesota by addressing the state’s most pressing problems including those related to ethnic, racial, and socio-economic disparities; and

WHEREAS, at its March 2016 meeting, the Board of Regents (Board) endorsed a five-year enrollment plan for the Twin Cities campus; and

WHEREAS, the African-American and Latinx populations in Minnesota are predicted to grow significantly over the next 30 years, with particularly high population concentrations in St. Paul and Minneapolis; and

WHEREAS, retention and graduation rates for African-American, Latinx, and American Indian students are below the average rates for undergraduate students on the Twin Cities campus; and

WHEREAS, African-American, Latinx, and American Indian students report lower satisfaction than the average of undergraduate students on the Twin Cities campus; and

WHEREAS, in March 2017, the Student Representatives to the Board of Regents recommended that the University collect and analyze disaggregated racial information from students in order to monitor and address the achievement gap; and

WHEREAS, in June 2017, the Board discussed increasing diversity in undergraduate enrollment at the Twin Cities campus.

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents (Board) directs the president to increase diversity in undergraduate education on the Twin Cities campus in the following ways:

1. Enhance and measure efforts with the Minneapolis and St. Paul public high schools to increase participation in University-sponsored recruitment events held throughout the Twin Cities.
2. Record and evaluate, on an annual basis, the number of direct contacts with students, and the specific places where the University is recruiting.
3. Reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025 and establish a separate graduation rate goal for transfer students.
4. Collect, record, and monitor the rates for locally significant underrepresented populations not currently recorded, including but not limited to Hmong and East African populations in order to identify gaps in the four- and six-year graduation rates.
5. Improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates.

BE IT FURTHER RESOLVED that the president will report to the Board annually on these efforts, with the first report to the Mission Fulfillment Committee in December 2018.

FIRST-YEAR RETENTION RATE FOR THE CLASS OF 2021 = 92.9%

Full-time Students = 6,181

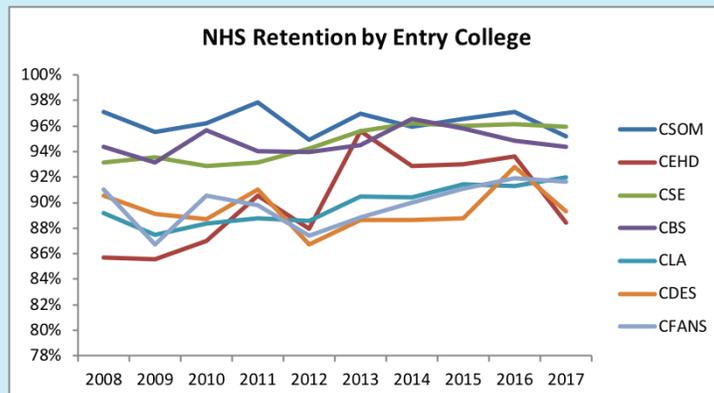
(Numbers in parentheses represent past year)



Retention Rates by College

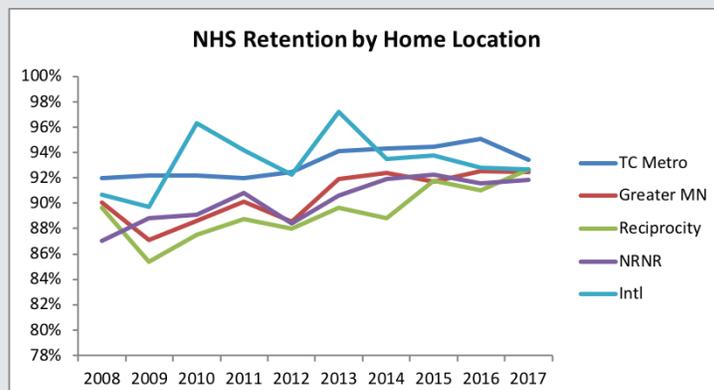
Percentage reflects the number from the college cohort, not the Class of 2021.

- 95.91%** College of Science and Engineering (96.13%)
- 95.22%** Carlson School of Management (97.09%)
- 94.40%** College of Biological Sciences (94.85%)
- 91.97%** College of Liberal Arts (91.35%)
- 91.64%** College of Food, Agricultural and Natural Resource Sciences (91.94%)
- 89.34%** College of Design (92.83%)
- 88.43%** College of Education and Human Development (93.63%)



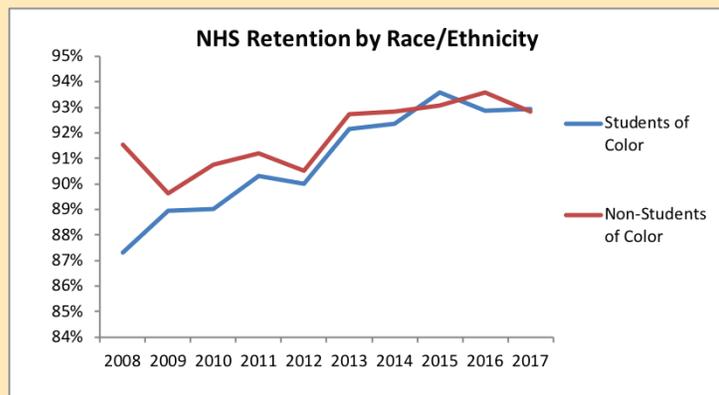
Retention Rate by Geography

- 93.44%** from Twin Cities Metro area (95.13%)
- 92.69%** from North Dakota, South Dakota, Wisconsin or Manitoba (90.98%)
- 92.67%** International Students (93.02%)
- 92.45%** from Greater MN (92.58%)
- 91.81%** from Out-of State/Non Reciprocity (91.55%)



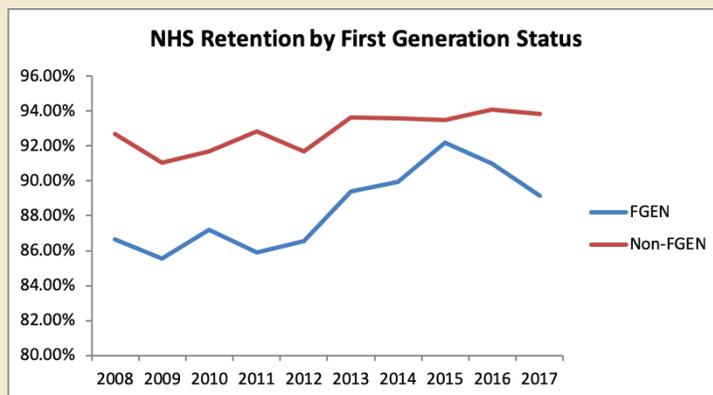
Race/Ethnicity Retention Rates

- 92.93%** Student of Color (92.86%)
- 92.88%** Non-Students of Color (93.61%)



First Generation Retention Rates

- 89.15%** first generation status (91.07%)
- 93.87%** non-first generation status (94.11%)



UNDERSTANDING WHO LEAVES...



441 or 7.13% students did not re-enroll for fall 2018

Reasons students leave are very complex. There is not one single factor that predicts student success.

There are a few narratives for those who do not re-enroll:

- They struggle academically with a **GPA of 2.54 compared to 3.33** (statistically significant)
- 60% of leavers transfer to an institution (46% transfer to an institution in their home state often times to less rigorous schools)
 - 40% transfer to another 4-year institution
 - 20% transfer to a 2-year institution
- 40% Discontinue college entirely

*data provided by the National Student Clearinghouse for 2014 and 2015 cohorts

Characteristics we do know...

Leaver Rate by Geography

(Leaver Rate by Home Location)

- 192 ↑ Twin Cities metro area (6.6%)
- 79 ↑ Out-of-state/non-reciprocity (8.20%)
- 71 ↓ Greater MN (7.6%)
- 70 ↓ North Dakota, South Dakota, or Wisconsin (7.3%)
- 29 ↑ International students (7.3%)

Leaver Rates by College

(% reflects the number from the college cohort, not the Class of 2021)

- 213 ↓ College of Liberal Arts (8.0%)
- 56 ↑ College of Education and Human Development (11.6%)
- 48 ↑ College of Science and Engineering (4.1%)
- 33 ↑ College of Biological Sciences (5.6%)
- 32 ↑ College of Food, Agricultural and Natural Resource Sciences (8.4%)
- 30 ↑ Carlson School of Management (4.8%)
- 29 ↑ College of Design (10.7%)

Significant Findings

LIVING OFF CAMPUS

Students who lived off campus were **more likely** to leave

101 leavers did not live in a residence hall (University owned housing) their first semester or 13.4% of all living off campus left

LIVING ON CAMPUS

Students who lived on campus were **less likely** to leave

340 of leavers lived in University owned housing or 6.2% of all living on campus left

OTHER CHARACTERISTICS

139 first generation college students or 10.8% of all first generation left

133 were Alternate Choice college admits or 10.7% of alt choice admits left

106 Pell Eligible or 9.7% of all Pell Eligible left

70 Participated in President's Emerging Scholars Program or 12.77% of all participating in PES left

Understanding the reasons students leave...

APLUS TAGS:

(APLUS is a student success tool that Academic Advisors and other student services professionals utilize to support individual students. Tags are applied by the academic advisor and then pulled from the system for analysis. Students can have multiple tags.)

Personal Tag: 202 (46% of all fall 2017 leavers)

Transfer Tag: 152 fall 2016 (34.5% of all fall 2017 leavers)

Academic Tag: 115 fall 2016 (26% of all fall 2017 leavers)

Financial Tag: 51 fall 2016 (12% of all fall 2017 leavers)

Campus Climate Tag: 23 (5% of all fall 2017 leavers)

Has not/will not disclose: 36 (8% of all fall 2017 leavers)

Couldn't reach Tag: 28 (6% of all fall 2017 leavers)

LEAVE OF ABSENCE:

60 or 14% had a leave of absence on file (17 also had the LOA tag in APLUS)

33 or 7% had a "Intends to File Leave of Absence" tag in APLUS but did not have an LOA on file in PeopleSoft

PROBATION/SUSPENSION:

88 or 20% on probation
(8 also had the APLUS tag)

45 or 10% on suspension
(35 also had the APLUS tag)



FIRST YEAR TRANSFER RETENTION RATE

86.2%

Full-time Students = 2,267

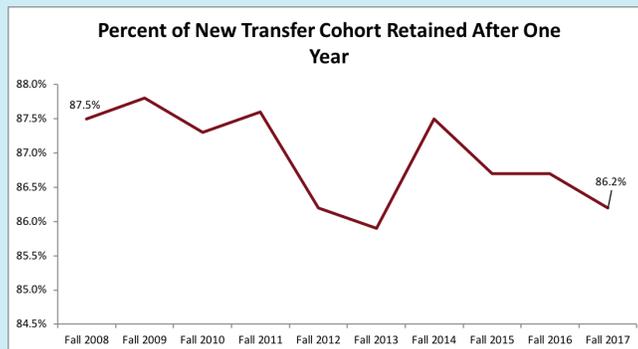
(Numbers in parentheses represent past year)



Retention Rates by College

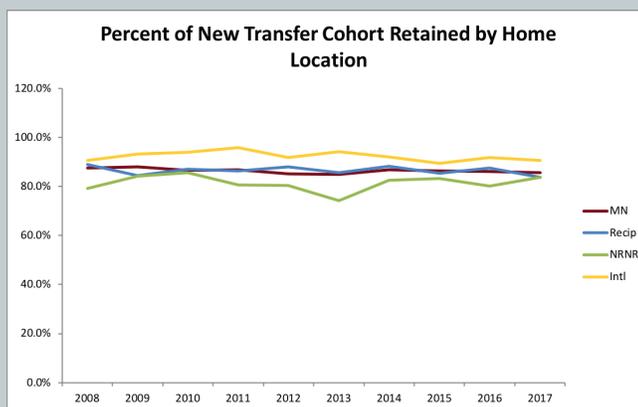
% reflects the number from the college cohort, not Transfer cohort.

- 96.72%** Carlson School of Management (92.65%)
- 94.26%** College of Education and Human Development (91.21%)
- 92.31%** School of Nursing (95.83%)
- 91.14%** College of Biological Sciences (92.19%)
- 88.24%** Center for Allied Health (92.86%)
- 87.62%** College of Design (90.38%)
- 86.81%** College of Science and Engineering (89.60%)
- 84.60%** College of Liberal Arts (84.54%)
- 82.12%** College of Food, Agricultural and Natural Resource Sciences (90.32%)
- 81.71%** College of Continuing and Professional Services (77.59%)



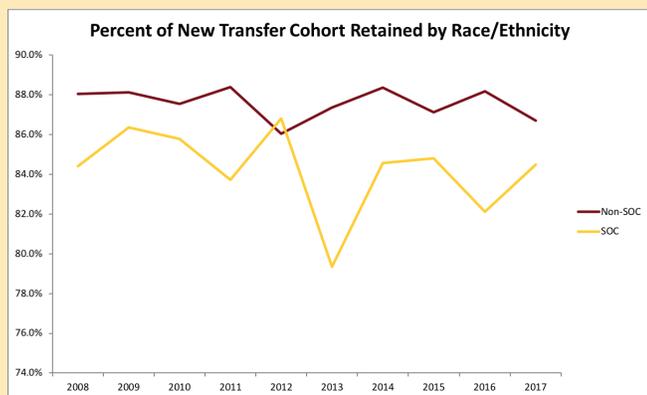
Retention Rate by Geography

- 90.65%** International Students (91.91%)
- 86.74%** from Greater MN (83.14%)
- 85.34%** from Twin Cities Metro area (86.71%)
- 83.80%** from North Dakota, South Dakota, Wisconsin or Manitoba (87.50%)
- 83.67%** from Out-of State/Non Reciprocity (80.23%)



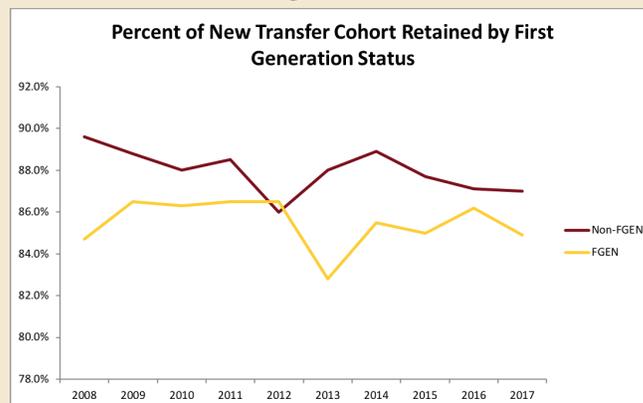
Race/Ethnicity Retention Rates

- 84.53%** Student of Color (82.12%)
- 86.73%** Non-Students of Color (88.18%)



First Generation Retention Rates

- 84.89%** first generation status (86.16%)
- 86.96%** non-first generation status (87.09%)



UNDERSTANDING WHO LEAVES...



314 or 13.85% students did not re-enroll for fall 2018

Reasons students leave are very complex. There is not one single factor that predicts student success.

One narrative:

- They struggle academically with a first semester **GPA of 2.10 compared to 3.09** (statistically significant)

Characteristics we do know...

Leaver Rate by Geography

(Leaver Rate by Home Location)

- 184** ↑ Twin Cities metro area (14.7%)
- 35** ↓ Greater MN (13.2%)
- 24** ↓ Out-of-state/non-reciprocity (16.2%)
- 36** ↑ International students (9.4%)
- 35** ↑ North Dakota, South Dakota, or Wisconsin (16.2%)

Leaver Rates by College

(% reflects the number from the college cohort, not the Transfer cohort)

- | | | | |
|--------------|---|-------------|---|
| 202 ↓ | College of Liberal Arts (15.4%) | 13 ↑ | College of Design (12.4%) |
| 38 ↑ | College of Science and Engineering (10.8%) | 7 ↓ | College of Education and Human Development (5.7%) |
| 27 ↑ | College of Food, Agricultural and Natural Resource Sciences (17.9%) | 6 ↑ | College of Biological Sciences (9%) |
| 15 ↑ | College of Continuing and Professional Services (18.3%) | 2 ↓ | Carlson School of Management (3.3%) |
| | | 2 ↑ | Center for Allied Health (11.8%) |
| | | 2 ↑ | School of Nursing (7.7%) |

Significant Findings

OTHER CHARACTERISTICS

- 134** first generation college students or 15.11% of all first generation left
- 102** Pell Eligible or 15.50% of all Pell Eligible left

For additional information about this study contact:

- Beth Lingren Clark ▶ lingr004@umn.edu
- Sarah Ruhland ▶ hurloo64@umn.edu

Understanding the reasons students leave...

APLUS TAGS:

(APLUS is a student success tool that Academic Advisors and other student services professionals utilize to support individual students. Tags are applied by the academic advisor and then pulled from the system for analysis. Students can have multiple tags.)

Personal Tag: 105 (36% of all fall 2017 leavers)

Academic Tag: 92 (32% of all fall 2017 leavers)

Campus Climate Tag: 16 (5% of all fall 2017 leavers)

Financial Tag: 28 (10% of all fall 2017 leavers)

Transfer Tag: 39 (12.4% of all fall 2017 leavers)

Has not/will not disclose: 30 (7% of all fall 2017 leavers)

Couldn't reach Tag: 31 (17% of all fall 2017 leavers)

LEAVE OF ABSENCE:

42 or 13% of fall 2017 leavers had a leave of absence on file (5 also had the LOA tag in APLUS)

22 or 7% had a "Intends to File Leave of Absence" tag in APLUS but did not have an LOA on file in PeopleSoft

PROBATION/SUSPENSION:

84 or 27% on probation (12 also had the APLUS tag)

44 or 14% on suspension (33 also had the APLUS tag)



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By nearly any measure, the University of Minnesota is a dynamic and distinguished university, providing our 31,455 undergraduates with a world-class learning environment.

Our globally engaged campus is one of the most comprehensive universities in the world, offering 150 baccalaureate degree programs in a wide range of areas—astrophysics, child psychology, forest resources, microbiology, and music performance, to name just a few. We offer thousands of classes taught by exceptional, award-winning faculty who are leaders in their disciplines as well as committed and engaging teachers.

As a globally engaged university, the U of M is dedicated to transformative research and outstanding education. Our excellence is demonstrated in our rankings, the achievements of our faculty, our student research and scholarship accomplishments, and in the exceptional quality of our undergraduate student experience. Whether working side-by-side with a professor over a manuscript or in a research lab, taking one of our 130 small-group freshman seminars, connecting with a mentor through our network of more than 450,000 successful alumni, or working with an honors advisor to compete internationally for a scholarship, our students thrive and succeed.

What makes the University of Minnesota special are its unique advantages in the world of public higher education:

- We are the state’s only research (R1) university and one of the best research universities in the nation.
- We are the state’s public land-grant university.
- We offer students a rich academic environment centered on a traditional campus plus a vibrant urban setting with a stable economy, lively social and cultural environment, and beautiful parks, lakes, and rivers (the Mississippi River runs right through our campus). The Twin Cities metro area is often ranked at the very top nationally in terms of quality of life.
- We are located in the state capital and in one of the country’s epicenters for business, nonprofits, and the arts—with exceptional internship and career opportunities, including many government agencies and the headquarters of 17 Fortune 500 corporations.

The Research University

We often are asked by prospective undergraduates, “What are the advantages of a research university?” The answer is that our faculty are path-breaking thinkers, innovators, and creators of knowledge. As teachers in undergraduate classes, our faculty draw directly on their dynamic scholarly research, scientific discoveries, and creative work. Our faculty write award-winning academic articles and books, perform profound scientific experiments, dazzle the world with new engineering marvels, and create brilliant new works of art. Many are engaged in important collaborations addressing critical local and global challenges. At the same time, our faculty achieve national and international recognition for their outstanding teaching.

The Land-Grant Mission

As a land-grant institution, part of our University mission is to serve the state and connect our research and education with the critical challenges of society. Our strong commitment to public engagement and the advantages of our Twin Cities location translate into exceptional opportunities for students to connect classroom learning with real-world experiences through internships, service-learning, and faculty-led research. The many businesses, nonprofit and arts organizations, and government agencies located here naturally engage our students as interns and our new graduates as young professionals.

The Twin Cities Metro Area and State Capital

The University of Minnesota is a pivotal anchor institution for the Twin Cities metro region. Noted for a diversified and thriving economic community and strong business environment, the Twin Cities are the hub of a globally competitive region and state with notable strengths in areas critical to today’s knowledge economy—including biosciences, medical devices, and agriculture and food production.

The Twin Cities area is also nationally renowned for its arts, education, and nonprofit sectors and more generally for its cultural vitality and abundant natural resources. The region is home to a vast range of theatre companies (including the renowned Guthrie Theatre, with which the University maintains a joint B.F.A. program), many museums, two major orchestras, and rich music and sports scenes. The Twin Cities also are noted for the many parks, lakes, bicycle paths, rivers, and all-season activities.

An Undergraduate Experience Second to None

The University continues to improve all aspects of the undergraduate experience, from expanded diversity and campus climate initiatives to exciting new experiential learning options. Our four-year graduation rate is now over 71 percent and the six-year rate is over 80 percent.

Nearly 93 percent of our first-year students return for their second year. We have a University Honors Program with an exciting interdisciplinary curriculum, and we continue to expand innovative Grand Challenge curricular options to prepare our students to meet 21st-century challenges with new models of engaged, place-based education for tomorrow’s leaders.

Our commitment to undergraduates combines powerfully with our unique strengths as a public research and land-grant university: breadth and depth, outstanding faculty, commitment to public engagement, and the advantages of our dynamic location. As a result, the University of Minnesota offers an undergraduate experience second to none.

Karen Hanson

Executive Vice President and Provost

Robert B. McMaster

Vice Provost and Dean of Undergraduate Education

Units of the Office of Undergraduate Education

The mission of the Office of Undergraduate Education (OUE) is to provide a distinctive, transformative educational experience of the highest quality in an urban environment, within a research University that cares deeply about the quality of teaching and learning, to prepare students for challenging and productive careers, positions of leadership, graduate or professional education, and lifelong learning.

Academic Support Resources

Sue Van Voorhis, Associate Vice Provost & University Registrar

Academic Support Resources (ASR) supports student success by providing services to students, faculty, and staff through its units: the Office of Classroom Management, the Office of the Registrar, the Office of Student Finance, ASR Information Technology, Continuity and Compliance, and One Stop Student Services.

Center for Academic Planning & Exploration

Susan LeBlanc, Director

The Center for Academic Planning & Exploration (CAPE) guides students through the exploration process of finding a major that reflects their unique interests, strengths, and personal values. CAPE Coaches work collaboratively with students to help them achieve their goals, in addition to providing expertise and resources to the broader University of Minnesota community.

Lindahl Academic Center

JT Bruett, Director

The Lindahl Academic Center is a student-athlete-focused environment dedicated to guiding student-athletes to graduation, building positive relationships, and enhancing their overall experience. The Lindahl Academic Center supports student-athletes as they pursue a baccalaureate degree while participating in athletics. They strive to promote a partnership between the academic and athletic missions of the University of Minnesota.

Office of Admissions

Heidi Meyer, Executive Director of Admissions

As part of the University's enrollment effort, the Office of Admissions is committed to enrolling new freshman and transfer students who demonstrate the academic preparation necessary for success at our world-class university. The Office of Admissions helps students learn about the unique benefits available to them as undergraduate students on the Twin Cities campus.

Orientation & Transition Experiences

Lisa Gruszka, Director for Orientation

Jennifer Porter, Director for Student Transition Experiences

Orientation & Transition Experiences (OTE) provides quality transitional experiences that maximize students' potential for personal and academic success. In connection with this mission and the University's retention goals, OTE programs and experiences support the student transition and sense of belonging. OTE's programs include Orientation, Welcome Week, Transfer Welcome Days, and other first-year, second-year, and transfer initiatives.

Office of Undergraduate Research

Paul Siliciano, Director

The Office of Undergraduate Research (OUR) oversees a wide variety of research opportunities for undergraduates. Within OUR, the Undergraduate Research Opportunities Program (UROP) awards provide scholarships to support students working with faculty mentors in laboratory, field, archival, archaeological, and survey research, as well as artistic and creative activities of all kinds.

President's Emerging Scholars

Steven Cisneros, Director

The President's Emerging Scholars (PES) Program is a merit-based scholarship and student success program that supports underserved students in their pursuit of a bachelor's degree at the University of Minnesota, Twin Cities. Students are admitted via holistic review, demonstrating distinctive qualities which make them assets to the University community. PES ensures timely graduation of its participants by supporting academic, career, and personal wellbeing through scholarships, programming, professional advising, and peer mentoring.

Reserve Officer Training Corps

Lt Col Christopher Hughes, Air Force ROTC

LTC Collin Keenan, Army ROTC

CAPT Nicholie Bufkin, Navy and Marine Corps ROTC

The Reserve Officer Training Corps (ROTC) prepares University students for future officer leadership in the United States Air Force, Army, Marine Corps, or Navy, and motivates young people to be better citizens.

SMART Learning Commons

Jackie Olsson, Director

The SMART Learning Commons is the University's most comprehensive learning center, providing tutoring, research, technology and writing support. SMART is a collaboration between the Office of Undergraduate Education and University Libraries and has locations on the West Bank, East Bank, and in Saint Paul.

University Honors Program

Matt Bribitzer-Stull, Director

The University Honors Program is a student-centered place of connection for undergraduate education across the University; a place where our community can come together to innovate, create, lead, and serve; a place that challenges high-ability students to be bold, unconventional thinkers.

Writing Across the Curriculum

Pamela Flash, Director

Writing Across the Curriculum (WAC) supports effective, course-relevant approaches to writing instruction with two programs: Writing-Enriched Curriculum (WEC) and Teaching with Writing (TWW). WEC partners with undergraduate degree programs to build curriculum and assessments for discipline-relevant writing instruction. TWW hosts an extensive annual series of workshops, seminars, panel discussions, and faculty writing retreats.



University Honors Program

Founded as a cross-collegiate academic unit within the Office of Undergraduate Education in 2008, the University Honors Program (UHP) assists over 2,300 high-achieving students a year in making the most of their undergraduate education. Students join the program already motivated to excel both inside and outside the classroom, but we challenge them to go one step further: participating in the University's broader mission of research and scholarship, honors students develop into creative, independent, and informed thinkers.

Academic Overview

UHP students must complete a variety of Honors Experiences, earned via Honors Seminars, Grand Challenge Courses, departmental honors courses, and a variety of non-course experiences—including interdisciplinary Honors NEXUS experiences, faculty-directed research and creative activity, internships, community engagement, and learning abroad. The UHP experience ultimately culminates in the completion of an Honors Thesis, requiring students to synthesize the knowledge and skills they have gained throughout their undergraduate careers. Honors Theses require evaluation and signature by at least one tenure-track faculty in a student's major.

Honors Advising

Honors students work closely with our award-winning advising staff to ensure that they are achieving academic success and taking full advantage of the opportunities provided by the University and Twin Cities communities. Because many of our students have broad academic interests and often complete more than one major, UHP advisors work with colleges and departments from across the University to become experts in the advising practices and curricular requirements of all disciplines.



The Office for National and International Scholarships

UHP is also home to the Office for National and International Scholarships, which encourages and assists students with excellent academic records—including but not limited to honors students—to apply for nationally and internationally competitive scholarships. The office serves enrolled undergraduates and recent graduates from all colleges at the University of Minnesota-Twin Cities, and has been instrumental in assisting numerous recent recipients of Churchill Scholarships, Fulbright Grants, Goldwater Scholarships, and more.

The Undergraduate Experience

A Distinctive Learning Partnership Facilitated by Faculty and Staff



STUDENT DEVELOPMENT OUTCOMES

AS THEY PROGRESS TOWARD THEIR DEGREE, STUDENTS WILL DEVELOP AND DEMONSTRATE:

- Responsibility and Accountability
- Independence and Interdependence
- Goal Orientation
- Self Awareness
- Resilience
- Appreciation of Differences
- Tolerance of Ambiguity

STUDENT LEARNING OUTCOMES

AT THE TIME OF RECEIVING A BACHELOR'S DEGREE, STUDENTS:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understand diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and lifelong learning

10 Years of Outstanding Undergraduates

87 Fulbright Scholars	4 Churchill Scholars	6 Udall Scholars
1 Rhodes Scholars	44 Critical Language Scholars	10 Boren Scholars
1 Truman Scholars	26 Goldwater Scholars	4 Hollings Scholars
20 Astronaut Scholars	1 Hertz Scholars	35 NSF Graduate Research Scholars
3 Beinecke Scholars	1 Luce Scholars	

World-Class Faculty and Scholarship

National Awards

- 62** American Academy of Arts and Sciences members
- 2** Andrew Carnegie Fellows
- 172** Guggenheim Fellows
- 16** National Academy of Medicine members

- 7** Lasker Award winners
- 2** MacArthur Foundation Fellowship "Genius" Award recipients
- 38** National Academy of Engineering members

International Awards

- 42** National Academy of Sciences members
- 2** National Medal of Science winners
- 3** Pulitzer Prize winners
- 24** Foreign Academies
- 26** Nobel Prize-winning faculty & former students
- 1** Wolf Prize Winner

Student Affairs: Empowering Success

The University's Student Learning and Development Outcomes identified on the previous page are critical to students' success upon graduation. Recognizing that these outcomes cannot be achieved through course work alone, the University is committed to providing significant experiential learning opportunities to prepare students for the competitive global environment they will meet upon graduation. Units within Student Affairs collaborate with the academic and career centers within each college to provide a wide range of impactful co-curricular learning opportunities that complement students' academic engagement. Through a focus on leadership development and engagement, Student Affairs is committed to supporting and empowering each student to achieve holistic success.

Academic and Career Planning

Each college has developed planning and self-assessment courses and workshops relevant to its majors. In many of these classes, faculty and instructors work with students to integrate their skills, interests, and values to help students clarify and plan their academic programs, co-curricular activities, and post-graduation interests. Ranging from "Orientation to Electrical Engineering," to "Career Skills for Business," to "Personal Leadership in the University," these courses have been shown to positively influence retention, graduation, and academic success. Enrollment in these courses has increased by nearly 50 percent during the past five years. In addition, career counselors and coaches are available within each college, and career-related events are held throughout the academic year to support students in their career exploration and planning process.

Student Support

From social, career and community connections, to financial, physical, and mental health, the University's services are focused on helping students achieve a sense of wellbeing in all dimensions of the human experience.

Student Affairs programs, services and initiatives aim to keep students well, help them solve problems in the face of adversity, and prepare for careers in a global, complex society. By providing the necessary care and support they need to be physically and mentally able, they will join others to collaborate on and solve large, challenging issues.

No matter what year in school a student happens to be in, they have nearly endless opportunities to be engaged on campus and make the most of their time at the University of Minnesota Twin Cities.

Among other resources and services, the Office for Student Affairs contains the following units:

- Aurora Center for Advocacy and Education
- Boynton Health
- Care Program
- Career and Internship Services
- Career Services Administration
- Fraternity and Sorority Life
- LEAD-UP: Leadership Education and Development Undergraduate Programs
- Multicultural Student Engagement
- Off-Campus Living
- Parent and Family Program
- Office for Community Standards
- Student Advocate Service
- Student Conflict Resolution Center
- Student Counseling Services
- Student Fees and Spirit Initiatives advising
- Student Legal Service
- Student Parent HELP Center
- Student Unions and Activities
- University Recreation and Wellness



University of Minnesota Liberal Education & Writing Requirements

Liberal Education Requirements

Complete 4 of 5 Liberal Education (LE) themes:

- Civic Life and Ethics
- Diversity and Social Justice in the United States
- The Environment
- Global Perspectives
- Technology & Society

Complete all 7 Liberal Education (LE) Cores:

- Arts and Humanities
- Biological Sciences
- Historical Perspectives
- Literature
- Mathematical Thinking
- Physical Sciences
- Social Sciences

Writing Requirements

Complete one first-year writing course or established equivalent.

Complete 4 Writing Intensive (WI) courses:

- at least 2 of the courses must be taken at upper-division level.
- One of the upper-division WI courses must be taken within the major.

2018-19 Facts

- 31,455** Number of undergraduate students
- 43,441** Freshman applications for Fall 2018
- 5,977** Freshmen in Fall 2018
- 2,078** Transfer students in Fall 2018
- 159** National Merit Scholars for Fall 2017
- 28.4** Average ACT score of incoming freshmen
- 50%** Incoming freshmen in top 10% of graduating class
- 84.3%** Incoming freshmen in top 25% of graduating class
- 92.9%** First-year retention
- 71.1%** Four-year graduation rate
- 80.4%** Six-year graduation rate
- 17:1** Student to faculty ratio
- 19.7%** Courses with 50 or more students
- 64.2%** Courses with fewer than 30 students

Student Services Locations

MINNEAPOLIS

- 1 Appleby Hall**
Asian Pacific American Resource Center
Aurora Center for Advocacy and Education
Care Program
Center for Community-Engaged Learning
Gender and Sexuality Center
for Queer and Trans Life
Institute for Diversity, Equity, and Advocacy
Multicultural Center for Academic Excellence
Off-Campus Living
Office for Student Affairs Central Administration
Office for Community Standards
Parent & Family Program
President's Emerging Scholars Program
Student Advocate Service
Student Conflict Resolution Center
Student Counseling Services
Student Parent HELP Center
Student Writing Support
Women's Center
- 2 Boynton Health**
Clinics: Primary Care, Mental Health,
Dental, Eye, Women's, Immunizations, Travel
Financial Counseling
Gopher Quick Clinic and Urgent Care
Mental Health Services
Nutrition Services
Pharmacy
Physical Therapy
Student Wellness Services
- 3 Coffman Memorial Union**
Bookstore
Computer Lab
Minnesota Student Association
Orientation and Transition Experiences
Postal Station
Printing Services Copy Center
Student Activities Office
Student Cultural Centers
U Card Office
- 4 Education Sciences Building**
CEHD Student Services
TRIO Student Support Services
- 5 Hanson Hall**
CSOM Business Career Center
CSOM Student Services
Economics Research Library
- 6 Heller Hall**
CLA Student Services
International IDs and Passport Photos
Learning Abroad Center
- 7 Johnston Hall**
CLA Student Services

- 8 Jones Hall**
Admissions: Freshman Welcome Center
CLA Language Center
CLA Language Testing Program
- 9 Lind Hall**
Career Services Center: CSE
CSE Student Services
Computer Lab
- 10 Molecular and Cellular Biology Building**
CBS Student Services
- 11 Moos Tower**
Pre-Health Student Resource Center
- 12 Nicholson Hall**
Center for Writing
- 13 Northrop**
University Honors Program
- 14 Rapson Hall**
CDES Student Services
Architecture and Landscape
Architecture Library
Shops/Labs

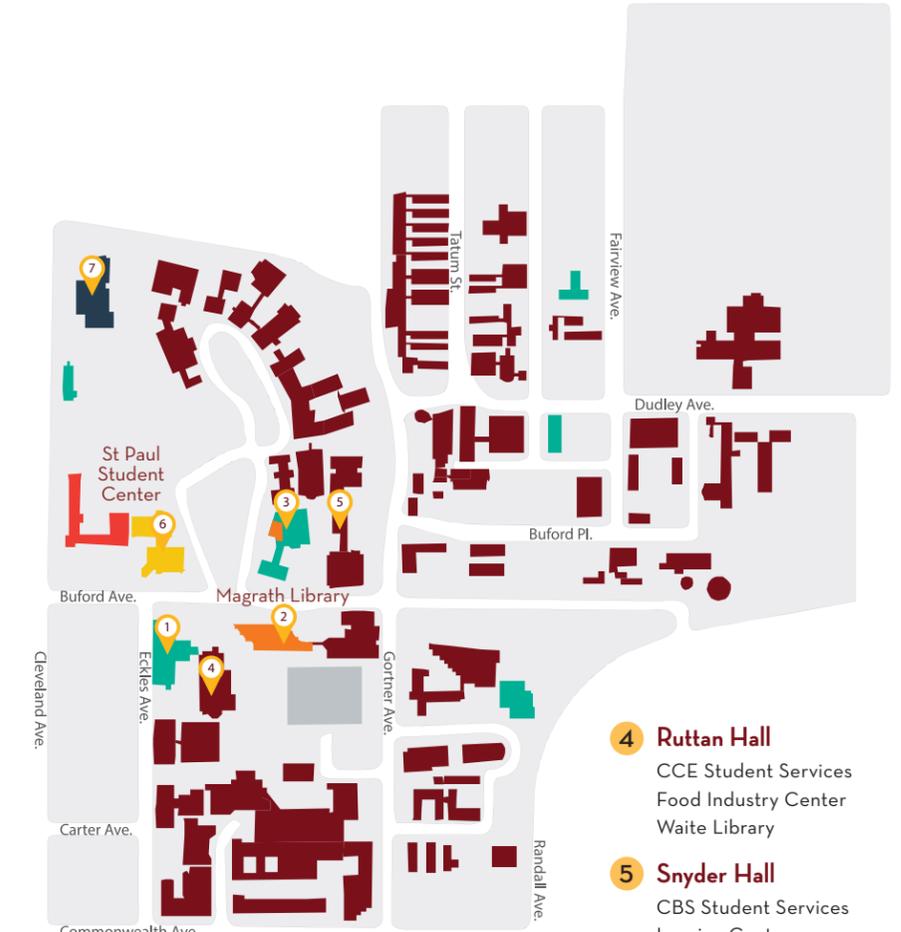
- 15 Recreation and Wellness Center**
Fitness Center
Gymnasiums
Swimming Pool
- 16 Bruininks Hall**
Career Services Center:
CDES, CEHD, CLA
Center for Academic Planning
& Exploration
CLA Student Services
Helping U Desk
One Stop Student Services
Undergraduate Research Office
University Veterans Services
- 17 Walter Library**
Computer Lab
Digital Technology Center
Office of Information Technology
Science and Engineering Library
SMART Learning Commons

- 18 Williamson Hall**
Academic Support Resources
Admissions

SAINT PAUL

- 1 Coffey Hall**
Boynton Health
CFANS Student Services
Computer Labs
Office of Information Technology
Office of the Registrar
One Stop Student Services
Student Counseling Services
- 2 Magrath Library**
Computer Lab
Office of Information Technology
SMART Learning Commons
- 3 McNeal Hall**
Career and Internship Services
CDES Student Services
CEHD Student Services
Computer Labs
Goldstein Museum of Design

- 4 Ruttan Hall**
CCE Student Services
Food Industry Center
Waite Library
- 5 Snyder Hall**
CBS Student Services
Imaging Center
- 6 St. Paul Student Center**
Bookstore
Larson Art Gallery
Multicultural Center for
Academic Excellence
Postal Station
Printing Services Copy Center
- 7 Recreation and Wellness Center**
Climbing Wall
Fitness Center
Gymnasium
Swimming Pool



Administrative Buildings	■
Athletic Buildings	■
Classroom Buildings	■
Hospital Buildings	■
Libraries, Museums, and the Arts	■
Parking	■
Student Housing	■
Visitor and Student Resources	■

Gopher Athletics

Men's Sports

- Baseball
- Basketball
- Cross Country
- Football
- Golf
- Gymnastics
- Hockey
- Swimming & Diving
- Tennis
- Indoor/Outdoor Track & Field
- Wrestling

Women's Sports

- Basketball
- Cross Country
- Golf
- Gymnastics
- Hockey
- Rowing
- Soccer
- Softball
- Swimming & Diving
- Tennis
- Indoor/Outdoor Track & Field
- Volleyball

The University has approximately 700 student-athletes competing in 25 sports. All 25 sports compete at the NCAA Division I level as part of the Big Ten or WCHA (Western Collegiate Hockey Association) conferences.

- University of Minnesota student-athletes posted a Graduation Success Rate (GSR) of 92%, according to the NCAA report on the 2010-11 freshman cohort.
- After the spring 2018 semester, student-athletes' cumulative GPA was 3.24, tying the highest cumulative GPA ever recorded (spring 2015).

- Every sport program had a spring 2018 GPA of 3.00 or higher, the first time that has happened since spring 2013.
- 108 Gopher student-athletes were honored as Big Ten Distinguished Scholars (3.7 GPA or higher) in 2017-18, our highest total ever.
- The University of Minnesota had 351 Academic All-Big Ten honorees in 2017-18, also our highest total ever.
- In 2016-17, 15 teams posted perfect single-year Academic Progress Rate (APR) scores.
- Since 2000, Minnesota has won 13 NCAA Team Championships, including the 2016 women's hockey title.
- Since 2000, the Golden Gophers have won 92 Big Ten and WCHA regular-season and tournament titles.
- Since 2000, Minnesota has had 29 individual national champions, including three in 2017-18, Obsa Ali (M Track), Sarah Bacon (W Diving) and Kaitlyn Long (W Track).
- Gopher Athletics has finished in the top 30 of the National Division I Director's Cup standings in each of the last 23 years, including 19th in 2017-18 placing us in the top 7% of all athletic departments across the country.



Housing & Residential Life provides the following programs and services for students who live on campus:

Live-In Professional Staff (Residence Directors/ Assistant Residence Directors)

Community Advisors (*student staff who provide support and assistance to students*)

24/7 Information Desk Operations in all residence halls and apartments

Security Monitors on duty 7 days a week (11:00pm to 4:00am) in all residence halls and apartments

Housing rates that include all utilities and internet service

Furnished residence hall rooms and apartments

Community lounges, recreation rooms, computer labs, study rooms, and music practice rooms

Housing & Residential Life

Housing & Residential Life (HRL) provides single student housing in nine residence halls and five apartment facilities (approximately 7,371 beds), and family student housing in two housing cooperatives (824 units). Residential restaurants are conveniently located in six of the nine residence halls. All students living in the residence halls are required to purchase a meal plan, while meal plans are optional for apartment residents. University Dining Services currently provides three meal plan options.

Supporting Growth and Development

On-campus housing plays a critical role in supporting the University's academic mission. Recent research and University of Minnesota data indicate that the on-campus living experience contributes significantly to student academic success, retention, graduation, and overall student satisfaction with the educational experience.

The on-campus housing environment supports and nurtures the personal growth and development of students through the intentional design of programs and services that focus on a variety of student development outcomes and community building.

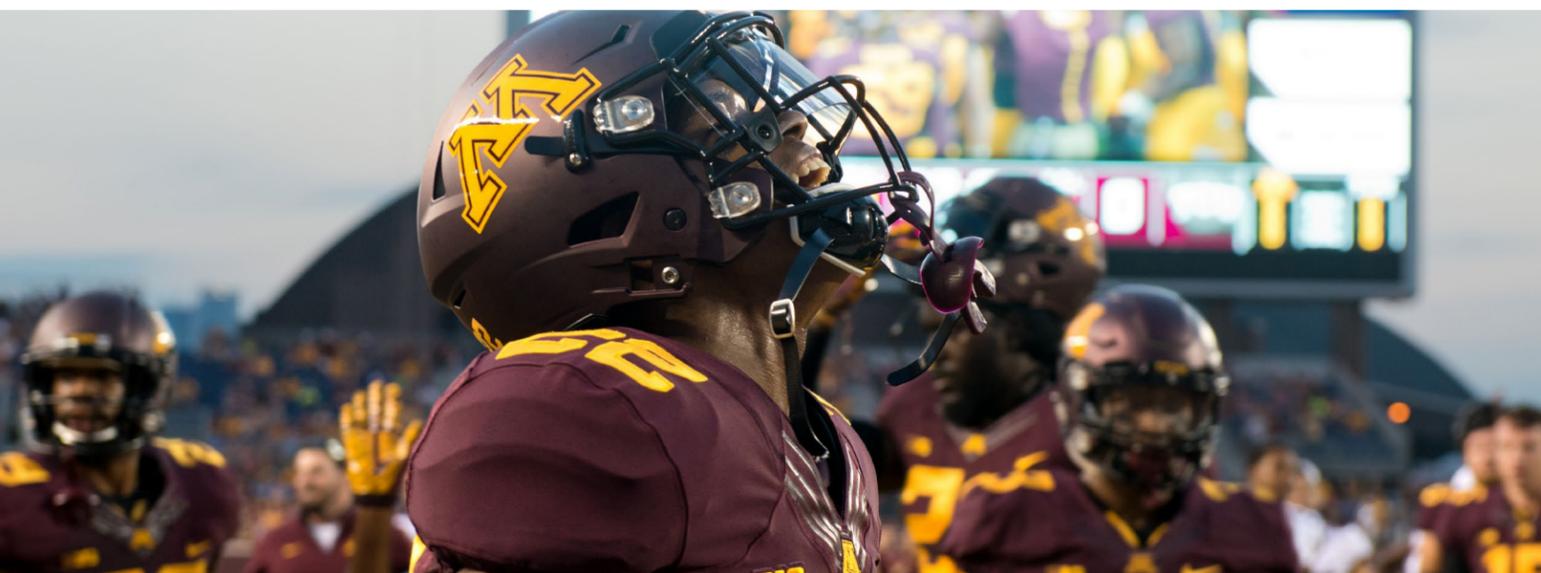
Living Learning Communities

Many colleges and University departments partner with HRL to provide incoming first-year students, and in some cases, upper-division students, the opportunity to experience a Living Learning Community. These communities are specifically designed to deliver a variety of educational, social, and developmental programs to support students with their transition to the University.

Living on campus is convenient and provides students with numerous opportunities for social interaction by participating in educational and social programs and events. HRL also offers a variety of leadership and employment opportunities for students.

First-Year Housing Guarantee

All incoming first-year students who submit a completed housing application, are admitted to the University, and confirm their enrollment by May 1 are guaranteed on-campus housing. Approximately 89% of incoming first-year students live on campus.



International Student Experience

The University of Minnesota has a long history of welcoming international students to campus dating back to 1874. Heralding from over 130 world locations and making up approximately ten percent of undergraduates, international students bring diverse experiences and a global perspective to the University's classrooms and community. Whether in the classrooms, residence halls, or at campus events, international and domestic students are working together, forging friendships, and finding commonalities across cultures.

Interaction is Key

Innovative research conducted at the University of Minnesota suggests interactions between domestic and international students encourages the development of leadership, communication, networking, and problem solving skills along with the ability to navigate different cultural contexts. Domestic students also state their inter-cultural competency increases when they interact with international students.

All of these opportunities for connection make the University of Minnesota a stronger campus and prepare undergraduates—international and domestic—to become leaders on the global stage.

Programming

The University of Minnesota is nationally recognized for developing programs to encourage international and domestic students to come together so they can learn from one another and share common interests outside the classroom.

International Student and Scholar Services (ISSS) and others on campus arrange programs that allow international students to make connections and grow their leadership skills:

Small World Coffee Hour

Weekly social events that enable international and domestic students to learn about other countries, cultures, and traditions while sampling food, music, and entertainment from around the world.

Student Crossing Borders

A Living Learning Community located in Middlebrook Hall that brings together international and domestic students.

Cross-Cultural Discussion Groups

Small groups that bring together international and domestic students to discuss their experiences, personal thoughts, and feelings in a relaxed atmosphere throughout the semester.

Tandem Language Program

A program that enables language learners to strengthen their foreign language skills by pairing them with native speakers for conversations that are conducted half in English and half in the second language.

Transfer Student Experience

The Transfer Student Experience (TSE) is a campus-wide initiative coordinated by the Office of Undergraduate Education. In partnership with the Office of Admissions and Orientation and Transition Experiences, the TSE initiative is guided by the work of the campus Transfer Student Advisory Committee comprised of University staff and administrators from across the Twin Cities campus, as well as student members of the University Transfer Student Board.

The University of Minnesota proudly boasts one of the largest transfer student populations in the Big Ten. The TSE initiative acknowledges the challenges that students face when transitioning from another institution of higher education to the University of Minnesota-Twin Cities, and works diligently to support students with appropriate resources throughout the experience.

Support for Prospective Students

Beginning when prospective students first contact the University's Office of Admissions, we provide transfer-specific counseling to address the unique questions and needs of each student.

Transitioning to the U

Once accepted to the University, a student's transition to becoming a Golden Gopher is managed through Orientation and Transition Experiences, which provides transfer-appropriate orientation information to manage students' expectations regardless of the institutional type or size from which they may be transferring.

The transitional support continues through the first year with several initiatives, from a peer-to-peer mentoring program and workshop series for new transfer students during their first semester, to a transfer-specific honors society that celebrates outstanding academic achievements of our transfer students.



Where do our transfer students transfer from?

37.7% from MN State 2-year schools	7.7% from the Wisconsin system
5.1% from MN State 4-year schools	9.5% from other U of M campuses
7.8% from Minnesota private schools	41.7% from other schools

Did you know?

The University of Minnesota has one of the largest transfer student populations in the Big Ten. Approximately one-third of the new undergraduates every year are transfer students.



Resources for Excellence

Undergraduate Research Opportunities Program urop.umn.edu

The Undergraduate Research Opportunities Program (UROP) helps students become involved in research, scholarship, and creative activity. Students work with U of M faculty on their projects and play an integral role in the discovery process. UROP provides a scholarship of \$1,500 and research expenses of up to \$300. More than 750 students from all colleges participate each year.

University Libraries lib.umn.edu

The award-winning University Libraries, ranked first among the 123 North American research libraries for loans to other libraries, connect students, staff, and faculty to millions of volumes held in general collections, archives, and special collections. The University Libraries provide tools to enhance productivity, and oversee programs and services to expand the reach of research. The 13 library locations on the Twin Cities campus hold more than 8.2 million volumes and 114,051 serial subscriptions and receive 2.5 million visits each year. University Libraries also offer 1,100 workshops and classes annually for students, staff, and faculty.

Student Conflict Resolution Center sos.umn.edu

The Student Conflict Resolution Center (SCRC) offers informal and formal conflict resolution services to resolve students' campus-based problems and concerns. An ombudsman provides confidential, neutral, and informal options.

Student Advocate Services studentadvocate.umn.edu

Student Advocate Services (SAS) provides assistance to students who have been accused of or charged with violating the Student Conduct Code, University Housing policy, or other academic or conduct policies.

Career Services career.umn.edu

The University of Minnesota offers comprehensive career services for all undergraduate students. Services offered through colleges in five career centers across the Twin Cities campus include resume-writing

workshops and critiques, mock interviews, job-search strategies, information on choosing a major and exploring careers, graduate and law school advising, career exploration courses, internship guides, and on-campus interviews with Minnesota companies.

Pre-Health Student Resource Center healthcareers.umn.edu

The Pre-Health Student Resource Center is a unique campus resource designed to help pre-health students across the entire campus explore health career options and become well-rounded and competitive applicants. Students can engage in courses, 1:1 coaching, and other workshops that will support them in meaningful career exploration in the health sciences. Pre-Health Student Resource Center staff include health professionals and career consultants to provide direct assessment and coaching for pre-health students.

SMART Learning Commons smart.umn.edu

SMART Learning Commons is a one-stop resource for undergraduate students seeking support with course content, research, technology, and writing skills. At SMART, students utilize library, writing, and computing experts as well as experienced peer tutors and consultants to assist them with their learning needs.

Student Counseling Services counseling.umn.edu

Student Counseling Services (SCS) offers comprehensive, accessible, flexibly-delivered counseling, consultation, instruction, and testing services within the University and to the Minnesota educational community. SCS contributes to the comprehensive education of students, protection of human rights, and enhancement of University programs, services, and organizational units. SCS is committed to meeting the diverse and changing needs of multiple populations while nurturing and supporting the professional growth and ethical conduct of staff, engaging in innovative program development and management, and participating in the University governance system.

Multicultural Center for Academic Excellence mcae.umn.edu

The Multicultural Center for Academic Excellence (MCAE) supports students in their academic persistence and achievement: encouraging them in their personal endeavors, engaging them in the University and Twin Cities communities, and connecting them to resources; promoting retention and graduation and driving students to discover

their true potential. MCAE provides services and programs that create powerful, caring human connections and promote a sense of social justice and social responsibility.

Learning Abroad umabroad.umn.edu

The Learning Abroad Center (LAC), with approximately 300 programs in more than 80 countries, is a comprehensive resource for study, service-learning, intern, research, and volunteer experiences worldwide. LAC works with units across the University to determine study abroad options for each major and minor. LAC offers advising and support for program selection, academic and financial planning, registration, and cultural adjustment.

Center for Academic Planning & Exploration cape.umn.edu

The Center for Academic Planning & Exploration (CAPE) provides targeted, high-touch academic transition support for undergraduate students who are undecided in their major or seeking acceptance into a competitive major. Through CAPE, students choose from a variety of services including individual coaching, a one-credit course, or an array of exploratory workshops and events. In addition to serving students directly, CAPE also provides resources and training to staff across campus to improve the overall experience and services for exploring students.

Student Legal Service sls.umn.edu

Student Legal Service (SLS) provides legal representation and legal advice to eligible students on the Twin Cities campus. The SLS legal staff members are professionals experienced in the areas of law important to students and sensitive to the special needs of student clients. SLS assists clients in areas such as tenant rights, consumer matters, collection, wills and trusts, family law, immigration, criminal cases, and more.

Aurora Center for Advocacy and Education aurora.umn.edu

The Aurora Center for Advocacy and Education (TAC) provides free, confidential crisis intervention to victims of sexual assault, relationship violence, stalking, and harassment. TAC also helps people who are concerned about a friend or loved one who has experienced these types of crimes. TAC provides education and training to University students, staff, faculty, and the Twin Cities community, reaching out with a prevention message of hope and respect.

Center for Community-Engaged Learning ccl.umn.edu

The Center for Community-Engaged Learning works with partners to provide opportunities for students to engage in off-campus experiential learning through community work and place-based educational programs. These experiences complement classroom learning, foster personal, professional, and civic development, and allow students to work with others to enhance the well-being of our communities. Approximately 175 service-learning courses are offered through 60 academic programs each year, with over 3,250 student participants. Additionally, students can be advised about gaining experience off-campus through volunteering, about joining the Community Engagement Scholars Program or about participating in study-away programs through HECUA and National Student Exchange.

Center for Writing writing.umn.edu

The mission of the Center for Writing is to enhance student learning, to improve writing instruction, and to deepen our understanding of literacy and the writing process. Through individual consultations, workshops, and research grants, the Center for Writing supports the work of all University of Minnesota students, faculty, and staff engaged in the practice, teaching, and study of writing.

Disability Resource Center diversity.umn.edu/disability

The Disability Resource Center (DRC) promotes equitable access for all students, faculty, staff, and guests of the University of Minnesota. The DRC collaborates with partners to infuse access into the design of University resources, practices, and opportunities.

International Student and Scholar Services iss.umn.edu

International Student and Scholar Services (ISSS) is dedicated to serving the U of M's international community. ISSS supports the University's internationalization efforts by helping departments bring new international students and scholars into the community; providing inter-cultural training for students, staff, and faculty; offering events that build links between the U.S. and international communities on campus; and recruiting new undergraduate students internationally. ISSS also provides information and counseling to international students and scholars on visa, academic, and personal matters.

Colleges & Undergraduate Majors

Academic Health Center (AHC)

AHC programs are dedicated to educating the health workforce. AHC is one of the nation's most comprehensive academic health centers, where health professionals and students work and learn together. Minnesota has become a national center for inter-professional education, improving patient care, reducing costs, and emphasizing population health.

- Clinical Laboratory Sciences
- Dental Hygiene
- Dental Therapy
- Medical Laboratory Sciences
- Mortuary Science
- Nursing (see information below)

School of Nursing

The School of Nursing offers the largest B.S. in Nursing program in the region, with students on the Twin Cities campus and at the University of Minnesota-Rochester. Students learn from nationally renowned faculty in state-of-the-art simulation classrooms and in a range of diverse clinical settings.

College of Biological Sciences (CBS)

The College of Biological Sciences advances knowledge of the mechanisms of life and prepares students to create the biology of tomorrow. CBS students learn biology through hands-on research experiences, innovative instruction and intensive mentoring throughout their undergraduate experience.

- Biochemistry
- Biology
- Ecology, Evolution, and Behavior
- Genetics, Cell Biology, and Development
- Microbiology
- Neuroscience
- Plant and Microbial Biology

College of Design (CDES)

Through a unique commitment to creativity and advancing technologies, the College of Design leads, innovates, and educates in the full range of design fields by researching ongoing and emerging issues, exploring new knowledge, and addressing and solving real-world problems; all while adhering to socially responsible, sustainable, and collaborative design thinking.

- Apparel Design
- Architecture
- Graphic Design
- Interior Design
- Landscape Design and Planning
- Product Design
- Retail Merchandising

College of Education and Human Development (CEHD)

CEHD provides a learning experience in conjunction with research opportunities that promote global learning and preparing students to explore issues from multiple perspectives. Through internships and research opportunities students are directly connected with faculty, business leaders, K-12 teachers, community partners, and global communities to apply their knowledge in real-world situations. Unique to CEHD, students will also participate in an award-winning First-Year Experience program, where students are prepared and supported by dedicated faculty.

- Business and Marketing Education
- Early Childhood Education Foundations
- Elementary Education Foundations
- Family Social Science
- Human Resource Development
- Kinesiology
- Recreational Administration
- Special Education
- Sport Management
- Youth Studies

College of Food, Agricultural and Natural Resource Sciences (CFANS)

CFANS is a community of people working to solve the world's grand challenges. This includes feeding a rapidly growing global population, managing our natural resources, like forests and wildlife, as well as conserving and enhancing them for future generations.

- Agricultural and Food Business Management
- Agricultural Communication and Marketing
- Agricultural Education
- Animal Science
- Applied Economics
- Environmental Sciences, Policy, and Management
- Fisheries, Wildlife and Conservation Biology
- Food Science
- Food Systems
- Forest and Natural Resource Management
- Nutrition
- Plant Science
- Sustainable Systems Management

College of Liberal Arts (CLA)

At the heart of every great university is a college encompassing the fundamental disciplines of knowledge, and here that college is CLA. CLA undergraduates are among the best in the nation and study with renowned faculty in the social and natural sciences; languages, literatures, and cultures; communications and media; and fine arts. Comprehensive coursework prepares students for diverse careers.

- Acting
- African American and African Studies
- American Indian Studies
- American Studies
- Anthropology
- Art
- Art History
- Asian Languages and Literatures
- Astrophysics
- Biblical Studies
- Biology, Society, and Environment
- Chemistry
- Chicano-Latino Studies
- Child Psychology
- Cinema and Media Culture
- Classics
- Communication Studies
- Computer Science
- Cultural Studies and Comparative Literature
- Dance
- Earth Sciences
- Economics
- English
- French and Italian Studies
- French Studies
- Gender, Women and Sexuality Studies
- Geography
- German, Scandinavian, and Dutch
- Global Studies
- History
- Individualized Studies
- Individually Designed Interdepartmental Major
- Italian Studies
- Jewish Studies
- Journalism
- Linguistics
- Mathematics
- Music
- Music Education
- Music Performance
- Music Therapy
- Ojibwe Language
- Philosophy
- Physics
- Physiology
- Political Science
- Psychology
- Religious Studies
- Russian
- Sociology
- Sociology of Law, Criminology, and Deviance
- Spanish and Portuguese Studies
- Spanish Studies
- Speech-Language-Hearing Sciences
- Statistics
- Technical Writing and Communication
- Theatre Arts
- Urban Studies

College of Science and Engineering (CSE)

CSE is ranked among the top programs in the country for engineering, physical sciences, computer science and mathematics. Our programs prepare students for the careers of tomorrow, providing opportunities to be part of a research institution that is making breakthroughs in areas including medical devices, energy and the environment, and nanotechnology.

- Aerospace Engineering and Mechanics
- Astrophysics
- Biomedical Engineering
- Bioproducts and Biosystems Engineering
- Chemical Engineering
- Chemistry
- Civil Engineering
- Computer Engineering
- Computer Science
- Earth Sciences
- Electrical Engineering
- Environmental Engineering
- Geoengineering
- Industrial and Systems Engineering
- Materials Science and Engineering
- Mathematics
- Mechanical Engineering
- Physics

Carlson School of Management (CSOM)

The Carlson School of Management provides the highest quality education for present and future business and academic leaders, advancing the understanding and practice of management through research and outreach.

- Accounting
- Entrepreneurial Management
- Finance and Risk Management Insurance
- Finance
- Human Resources and Industrial Relations
- International Business
- Management Information Systems
- Marketing
- Public and Nonprofit Management
- Supply Chain and Operations Management

College of Continuing and Professional Studies (CCAPS)

CCAPS offers a variety of relevant applied and individualized majors, minors and certificates. Experienced advisors help students explore options and design programs that fit their needs and prepare them for a dynamic world and workplace.

- Construction Management
- Health Services Management
- Information Technology Infrastructure
- Inter-College Program (Individualized)
- Manufacturing Operations Management
- Multidisciplinary Studies (Degree completion)



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

The University of Minnesota, founded on the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's threefold mission of research and discovery, teaching and learning, and outreach and public service is carried out on multiple campuses and throughout the state.

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admissions.tc.umn.edu

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220 Morrill Hall
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undergrad.umn.edu



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**Board of Regents
February 7th, 2019**

Twin Cities Enrollment Management Plan Update

Robert B. McMaster

Vice Provost and Dean of Undergraduate Education
Twin Cities Campus

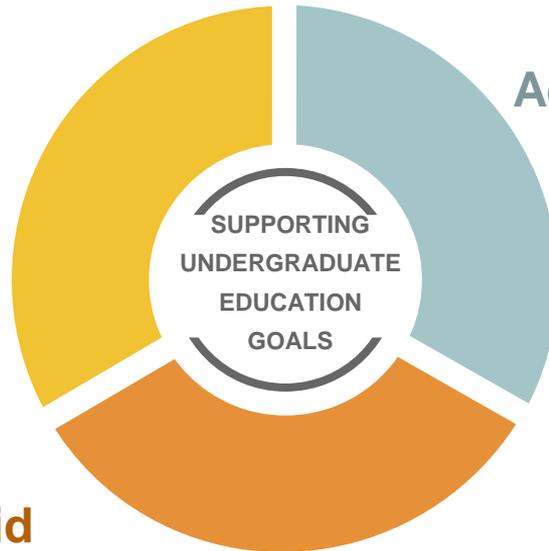
Beth Lingren Clark

Associate Vice Provost of Strategic Enrollment Initiatives

Strategic Enrollment Management

Tuition

- tuition structures
- 13-credit band
- resident rate
- non-resident rate
- incentives/ disincentives
- fees



Admissions Strategy

- size of undergraduate student body
- size of freshman class
- size of transfer class
- undergrad priorities
- balance of MN reciprocity, other U.S, International
- ethnic, special, and economic diversity

Financial Aid

- need-based aid to maintain access
- merit-based aid to attract high-achieving students
- attentive to MN middle income
- leverage federal and state aid
- attentiveness to student debt

Strategic Enrollment Management Workflow

STRATEGIC ENROLLMENT MANAGEMENT COMMITTEE WORKFLOW

STRATEGIC ENROLLMENT MANAGEMENT COMMITTEE

- This committee discusses and determines high-level priorities and action strategies to enhance student persistence and success
- Guide the work of the standing committees to enhance student success
- Charges and appoints working committees
- Representatives include: Office of Undergraduate Education, Academic Support Resources, Admissions, Office for Equity and Diversity, Housing and Residential Life, Office for Student Affairs, and 2-3 Associate Deans
- Meets every 3-4 weeks



STANDING COMMITTEES

- College Retention Committee
 - Connect work happening in colleges to overall enrollment strategy
- Data Committee
 - Assist in articulating research questions to guide projects

AD HOC WORKING COMMITTEES

- Ad Hoc Working Committee(s) are

STANDING COMMITTEES:

- College/Unit Retention Committee
- Curriculum Committee
- Data Committee
- Multicultural Student Success Committee

Strategic Areas for 2018-19 Enrollment Plan

1. Plan for modest undergraduate growth over the next five-year period.
2. Admit for success.
3. Maintain affordability and access for Minnesota students.
4. Provide a high-quality education and student experience.
5. Maintain commitment to transfer students.
6. Value ethnic, social, economic, and geographic diversity.
7. Support timely graduation.
8. Adjust enrollment levels and set tuition rates to provide revenues.
9. Continue to enhance need-based & merit-based financial aid programs
10. Be attentive to state, national, and global workforce needs.

1. Undergraduate Enrollment growth

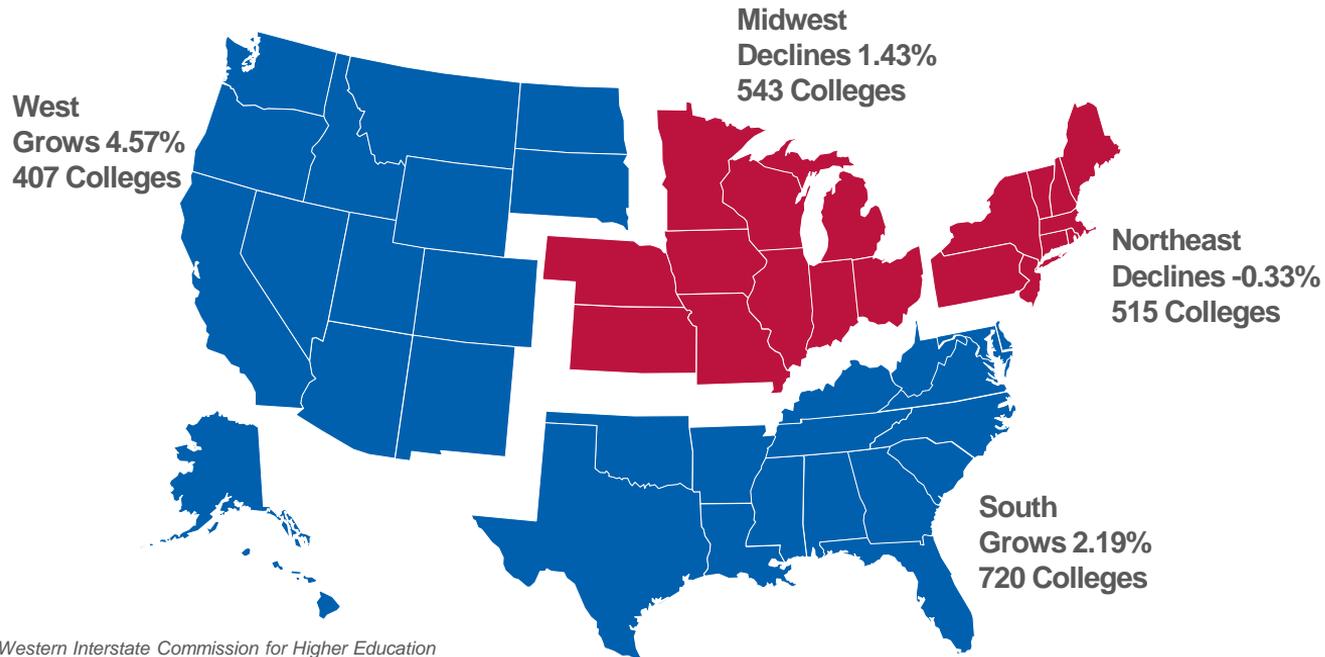


CURRENT: 31,535 full-time undergraduates

TARGET: Gradual increase to approximately 32,000 to 33,000 by 2024

FOCUS: STEM, Health, Environment

Regional Changes in High School Graduates 2018-2023



Example Model for Undergraduate Headcount Enrollment Increase

College	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
<i>New Freshman (NHS) Potential Targets</i>								
Fall NHS	6,195	6,000	6,000	6,000	6,100	6,100	6,100	6,100
<i>New Transfer (NAS/IUT) Potential Targets</i>								
Fall NAS	2,268	2,250	2,250	2,250	2,275	2,275	2,275	2,275
Fall IUT	191	200	200	200	200	200	200	200
Spring NAS	850	870	880	880	880	880	880	880
<i>Total Undergraduate Headcount Enrollment</i>								
Total UG	31,535							32,900

Note: Fall 2017 represents actual enrollment, all other figures are model estimates

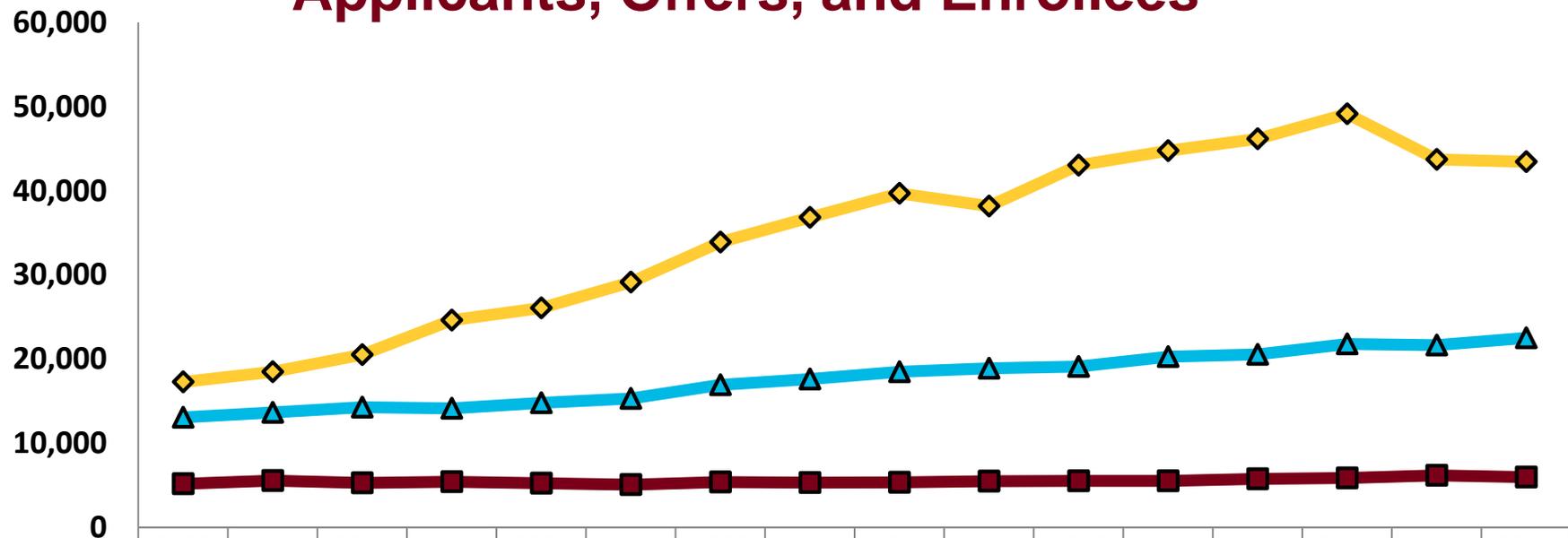


Twin Cities Campus Fall Semester New Freshman (NHS) Headcount Enrollments and Fall 2019 Targets by College

College	Fall 2015 Actual (Target)	Fall 2016 Actual (Target)	Fall 2017 Actual (Target)	Fall 2018 Actual (Target)	Fall 2019 (Target)
CSOM	553 (550)	586 (565)	627 (565-580)	600 (580-600)	(585-600)
CEHD	458 (430-455)	487 (450)	484 (455-480)	496 (455-480)	(474)
CSE	1,076 (1,050)	1,084 (1,080)	1,117 (1,100)	1,152 (1,150)	(1,250)
CBS	531 (525-550)	582 (535-560)	590 (575)	596 (600-625)	(625-650)
CLA	2,560 (2,450)	2,548 (2,450)	2,659 (2,450)	2,516 (2,450)	(2,450)
CDES	249 (215-230)	254 (230)	274 (250-270)	260 (260-280)	(260-280)
CFANS	338 (320-340)	336 (340-360)	384 (350-370)	357 (375-400)	(375-420)
Total	5,771 (5,540-5,625)	5,880 (5,650-5,695)	6,195 (5,745-5,825)	5,977 (5,870-5,985)	(6,019-6,149)



Twin Cities Campus New Freshman (NHS) Applicants, Offers, and Enrollees



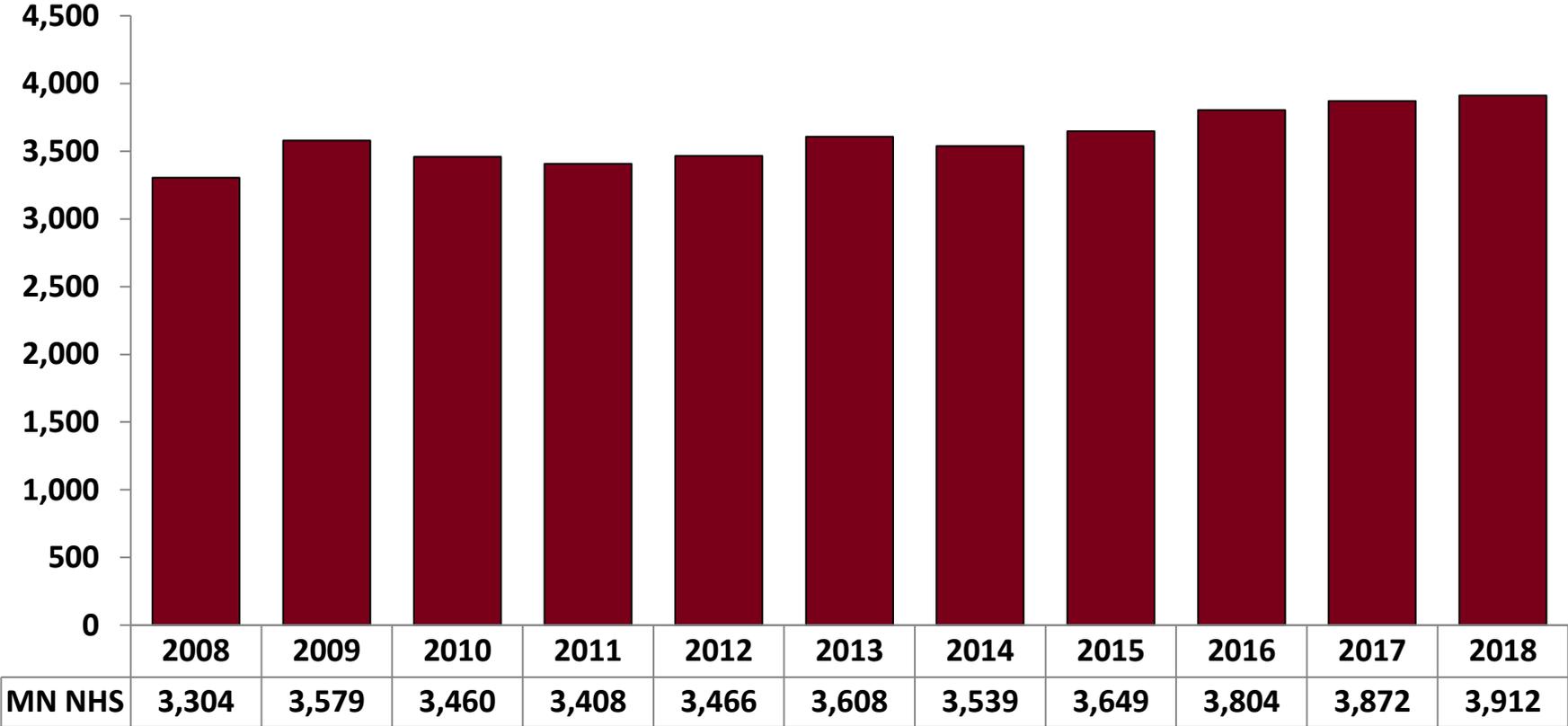
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
◆ Apps	17,311	18,496	20,532	24,654	26,091	29,159	33,913	36,852	39,714	38,167	43,048	44,761	46,164	49,128	43,720	43,442
▲ Offers	13,098	13,678	14,287	14,163	14,816	15,320	16,962	17,630	18,505	18,899	19,121	20,302	20,579	21,820	21,681	22,524
■ Enrollees	5,186	5,588	5,305	5,439	5,280	5,106	5,400	5,323	5,368	5,514	5,544	5,530	5,771	5,880	6,195	5,977

Profile of the Fall Semester 2018 Twin Cities Campus Entering New Freshman (NHS) Class

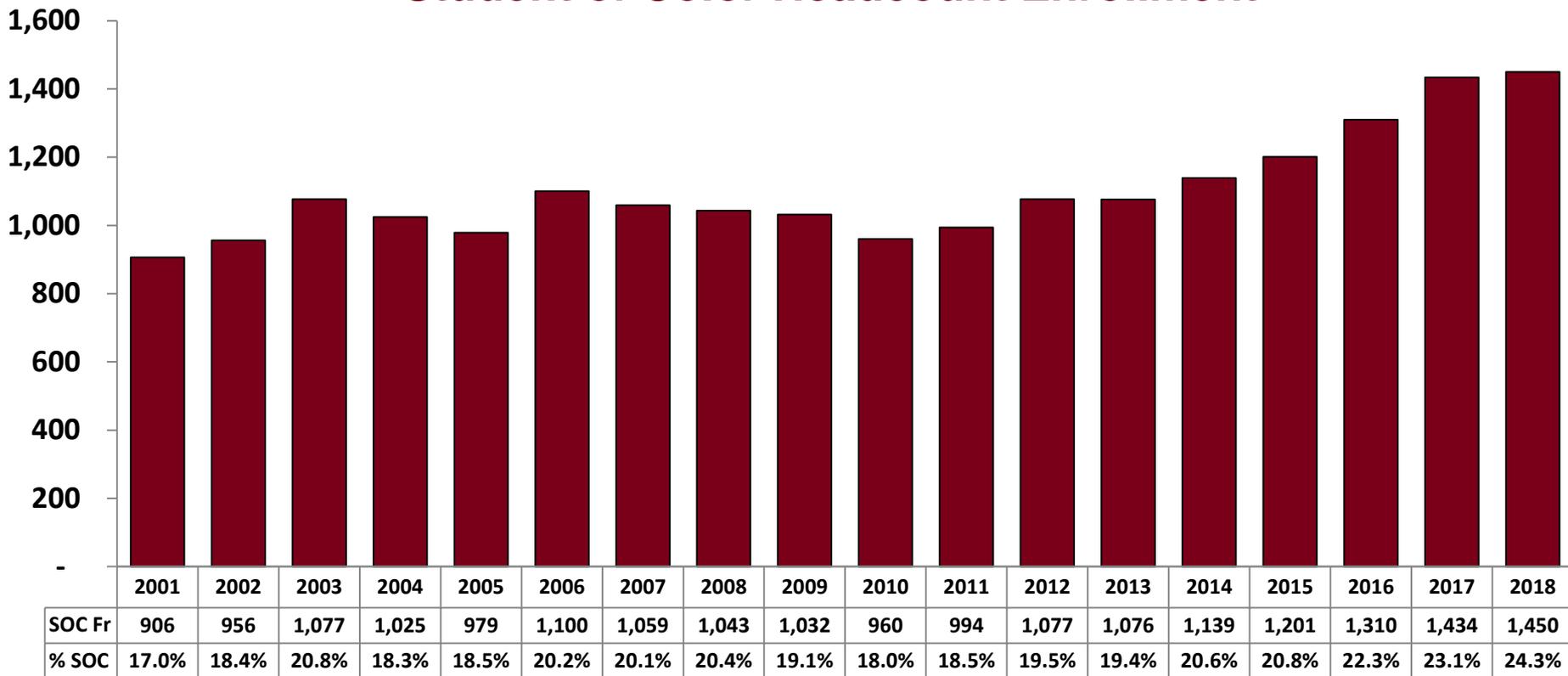
Measure	Number	Percent
Total new freshmen (NHS)	5977	100.0%
Average ACT Score	28.4	
Average High School Rank	86.6	
Female students	3,337	55.8%
Male students	2,637	44.1%
Students of color	1,434	24.3%
Minnesota residents	3,872	65.5%
Wisconsin/North Dakota/South Dakota	962	17.6%
Other U.S. states	979	12.1%
International	382	4.8%



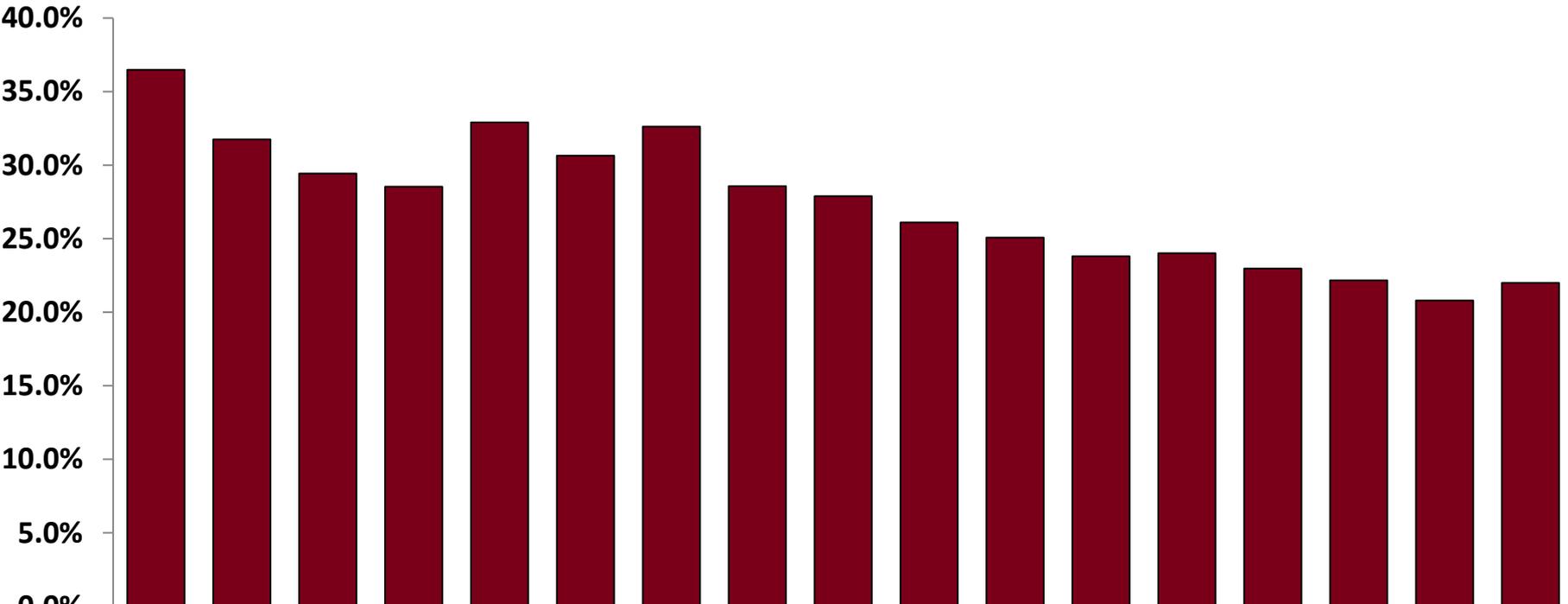
Twin Cities Campus New Entering Freshmen from Minnesota



Twin Cities Campus Fall Semester New Freshman (NHS) Student of Color Headcount Enrollment



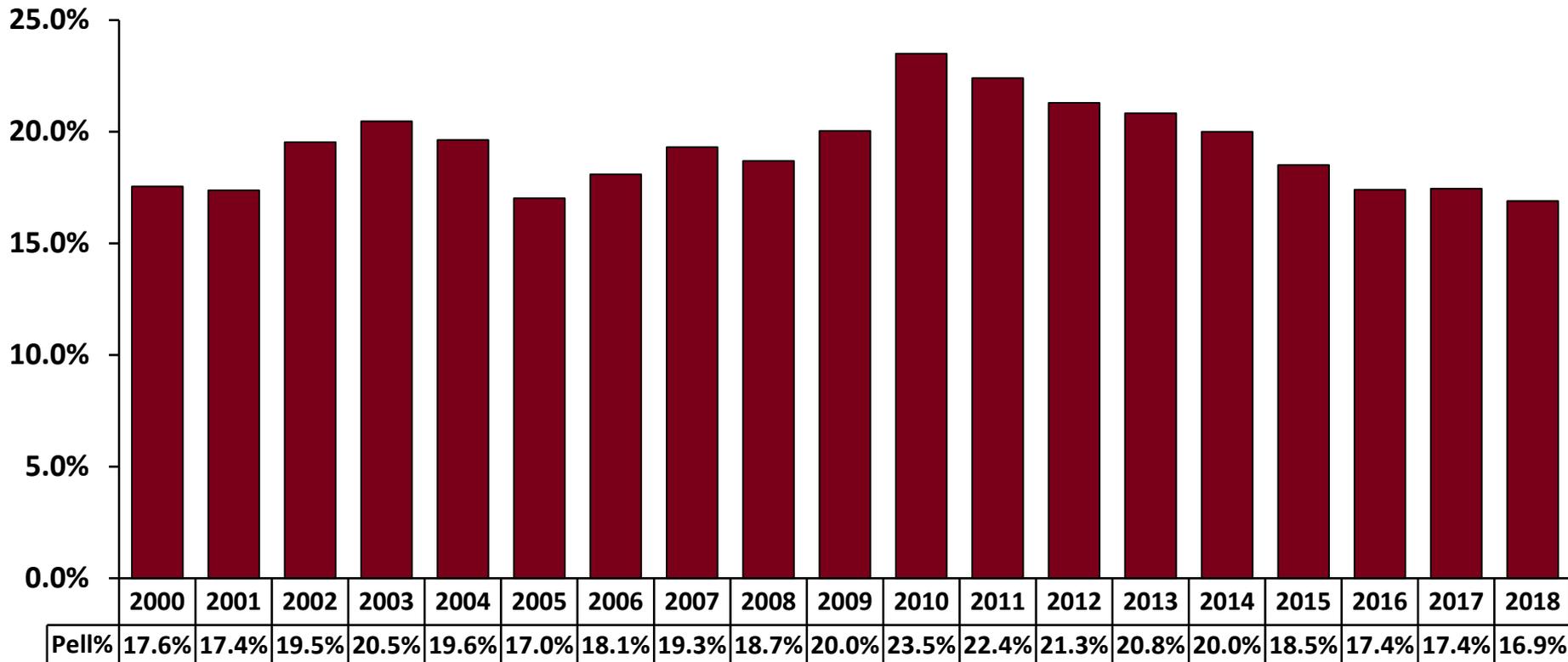
Twin Cities Campus Fall Semester First-Generation New Freshmen (NHS)



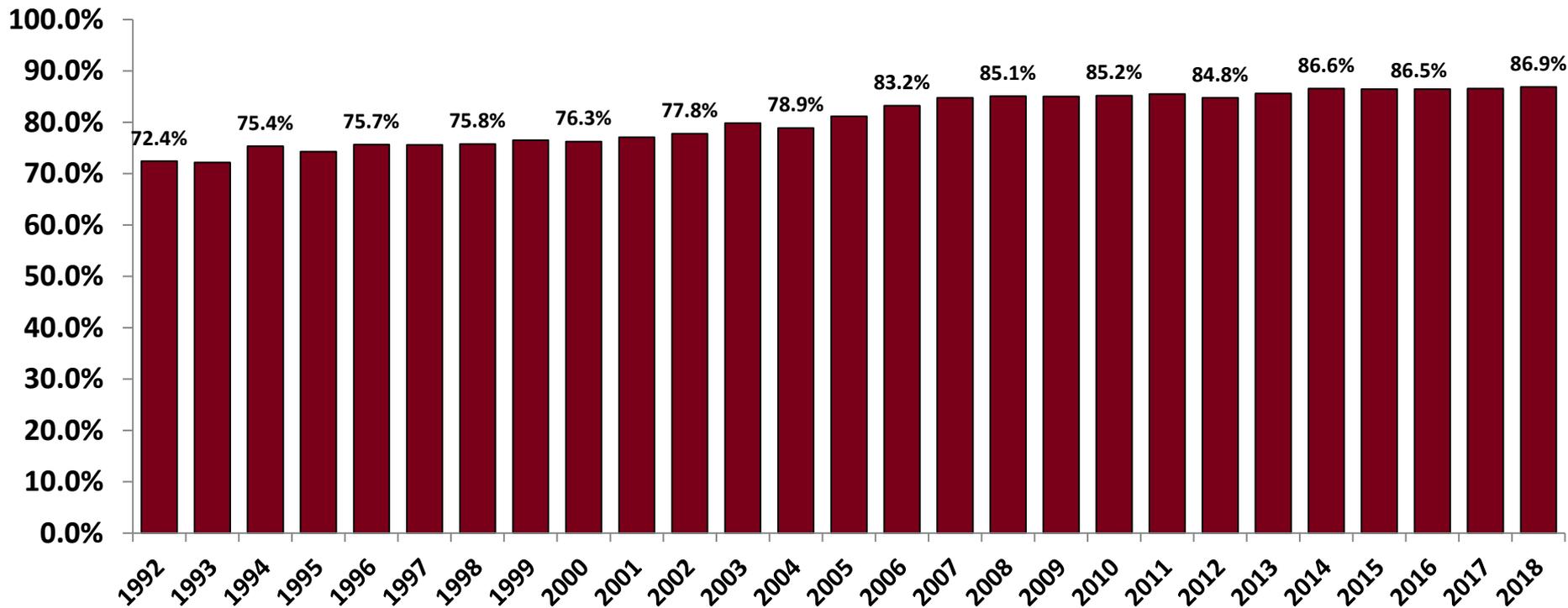
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FGEN	36.5%	31.7%	29.4%	28.5%	32.9%	30.6%	32.6%	28.6%	27.9%	26.1%	25.1%	23.8%	24.0%	23.0%	22.2%	20.8%	22.0%



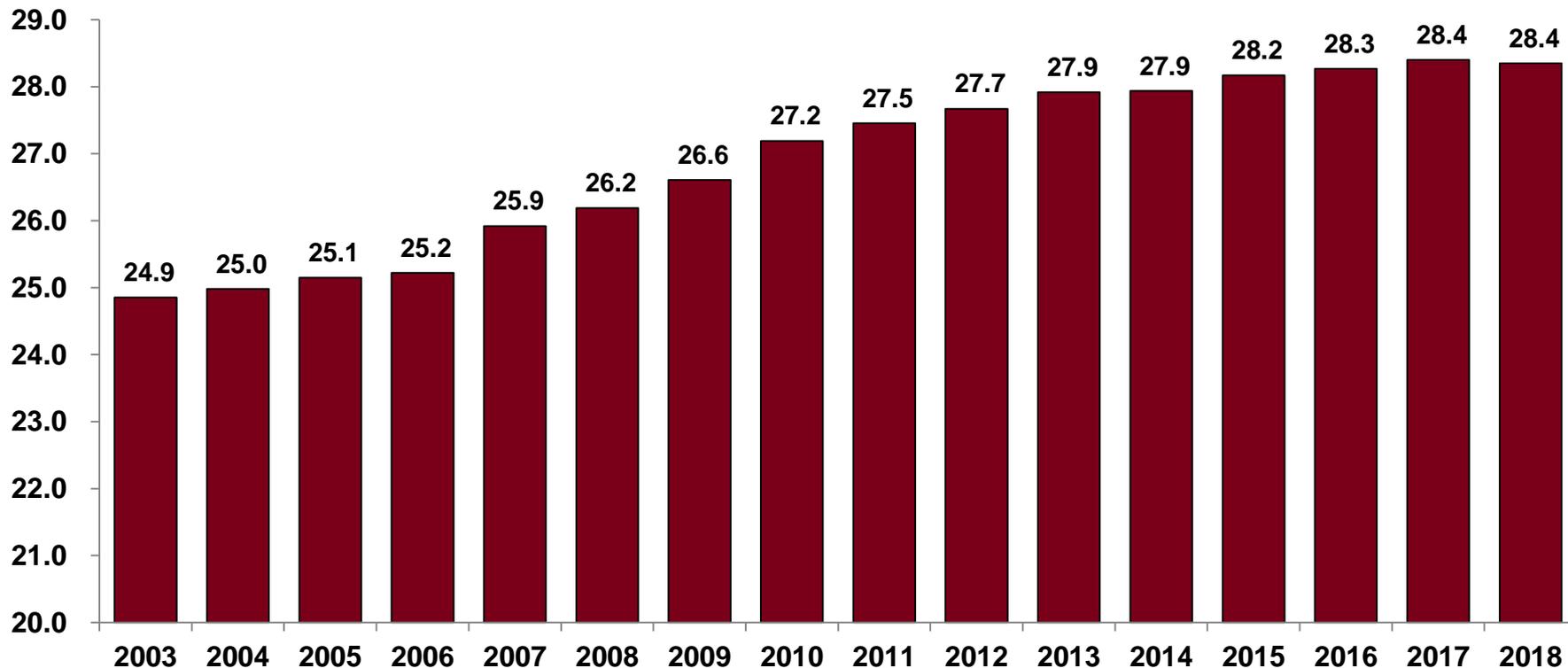
Twin Cities Campus New Freshmen (NHS) Receiving Pell Grants in First Year of Enrollment



Average High School Rank of Twin Cities Campus Fall Semester New Freshmen (NHS)



Average ACT Composite Score of Twin Cities Campus Fall Semester New Freshmen (NHS)



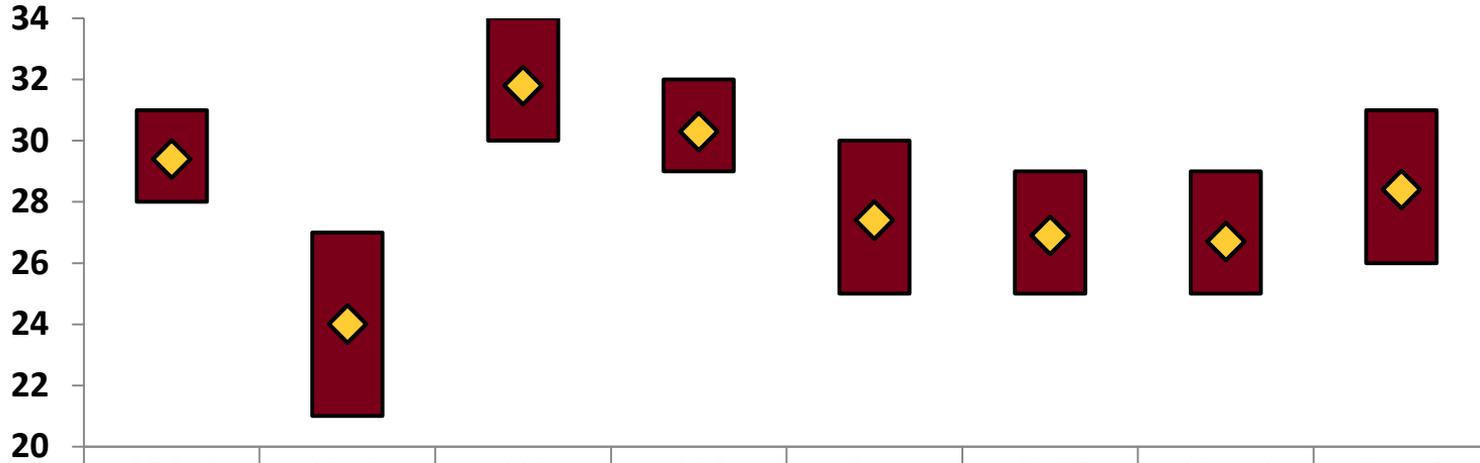
2. Admit for success

- Students who have a strong probability of being retained and graduating in a timely manner (i.e., 4 years)
- Holistic review of applicants using primary and secondary characteristics
- Appropriate selectivity

TARGET: Maintain average ACT of ≥ 28



Twin Cities Campus Fall 2018 New Freshman (NHS) ACT Composite Scores by College: 25th Percentile, 75% Percentile, 25th to 75th Range, and Mean



	CSOM	CEHD	CSE	CBS	CLA	CDES	CFANS	Total
75th Pct	31	27	34	32	30	29	29	31
■ Range	3	6	4	3	5	4	4	5
25th Pct	28	21	30	29	25	25	25	26
◆ Mean	29.4	24	31.8	30.3	27.4	26.9	26.7	28.4



4. High-quality education and student experience

Adjust enrollments to capacity of resources and make continued investments to provide an exceptional educational experience.

	Target Goal
Housing	6,800+ beds (house 90% fr, 20-25% soph, 10% fall transfer)
Advising	18 new advisors: improve advisor/student ratios to 250:1
Classrooms	Support for active learning classrooms (College of Design)
Chemistry	Chemistry Access Working group with 5 colleges
Academic Support	New Committee on Academic Learning Support (CALs)
Co-curricular	Goal for 1,000 UROPs on TC campus;

Systemic Change for Student Success: A Look Back

Organization & Leadership

Associate Dean of University Curriculum

Annual College Enrollment Planning Meetings

Advising Steering Committee

Finances & Aid

U Promise Scholarships

Financial Wellness Coaching

Financial Hold Outreach

Policy & Strategy

13cr Registration Rule

University Graduation Rate Goals

Enrollment Management Plan

Technology & Tools

APLUS Advising Support System

MyU Portal for Students

Schedule Builder

Programming & Support

Welcome Week

President's Emerging Scholars (PES) Program

Center for Academic Planning and Exploration (CAPE)

Curriculum & Learning

Writing-Enriched Curriculum

First-Year Student Success Courses

Student Learning Outcomes

2018-19 Strategic Enrollment Priorities

Tuition	International Enrollment	Transfer Student Experiences
Gateway Courses	Mid-term Alerts	Retention Efforts
Improving Graduation Gaps/Student Degree Progress	Improving Campus Climate	Increased Messaging Around our Work (PR)



Overall Observations...

- Single demographic factors do not necessarily predict risk of leaving
- Compounding effects of several characteristics and behaviors increases risk of leaving
 - These factors include: living on campus, high school academic profile, first generation status and geography
- Leavers seemed to have taken one of two paths:
 - Transfer to an institution in their home state (45% of 2014-2017 combined cohorts)
 - Discontinue college entirely (43% of 2014-2017 combined cohorts)

Why to students leave (“Leavers Study”)?

Reasons indicated in APLUS (advising tool) by advisors

Of all Leavers (multiple tags):

- 46% had a personal reason for leaving (Health, career, family/home issues)
- 26% had a academic reason for leaving (Coursework, major, academic probation issues)
- 35% planned to transfer to another institution
- 12% had a financial reason for leaving
- 5% had a campus climate reason for leaving (accessibility, campus community, campus size, belonging issues)

**Data include fall 2014, 2015, 2016,2017 entry cohorts

5. Maintain commitment to transfer students

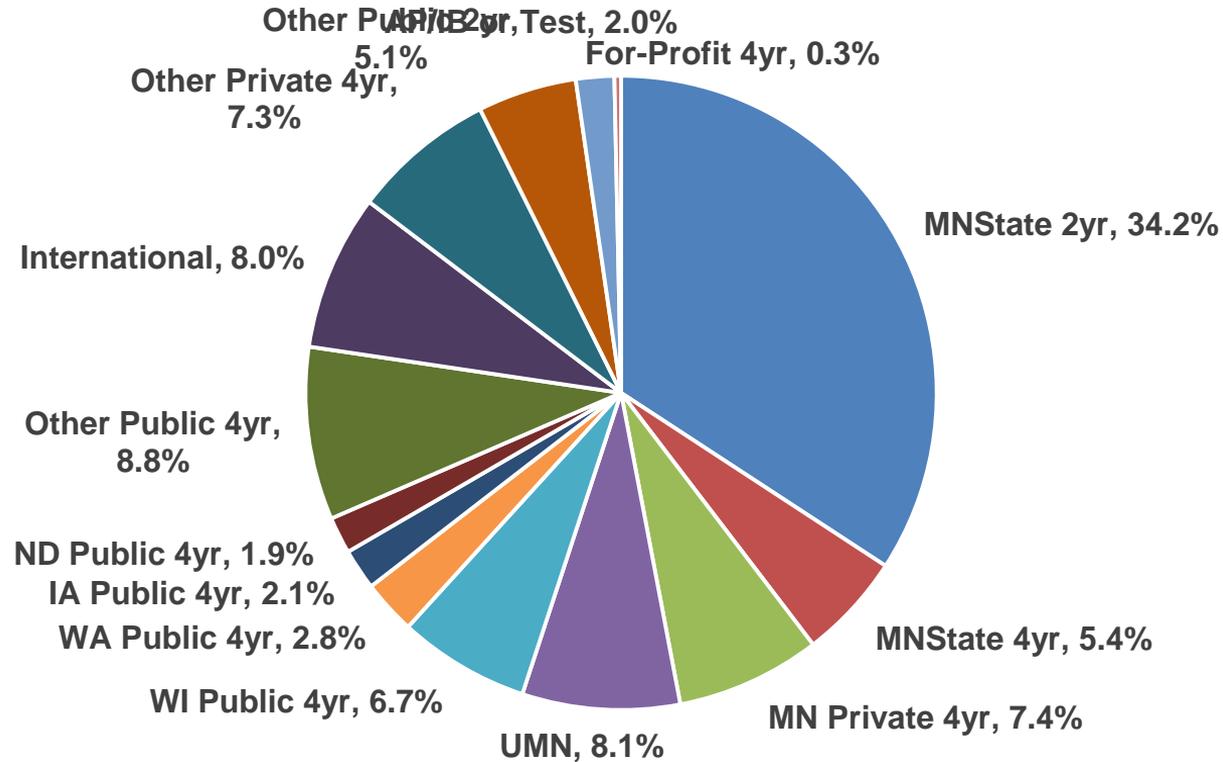
TARGET: Continue to enroll approximately 33% of new undergraduates as transfer students

Top 25 Primary Previous Institutions of Twin Cities Campus 2017-2018 (Fall + Spring) Internal (IUT) and External (NAS) Transfer Students

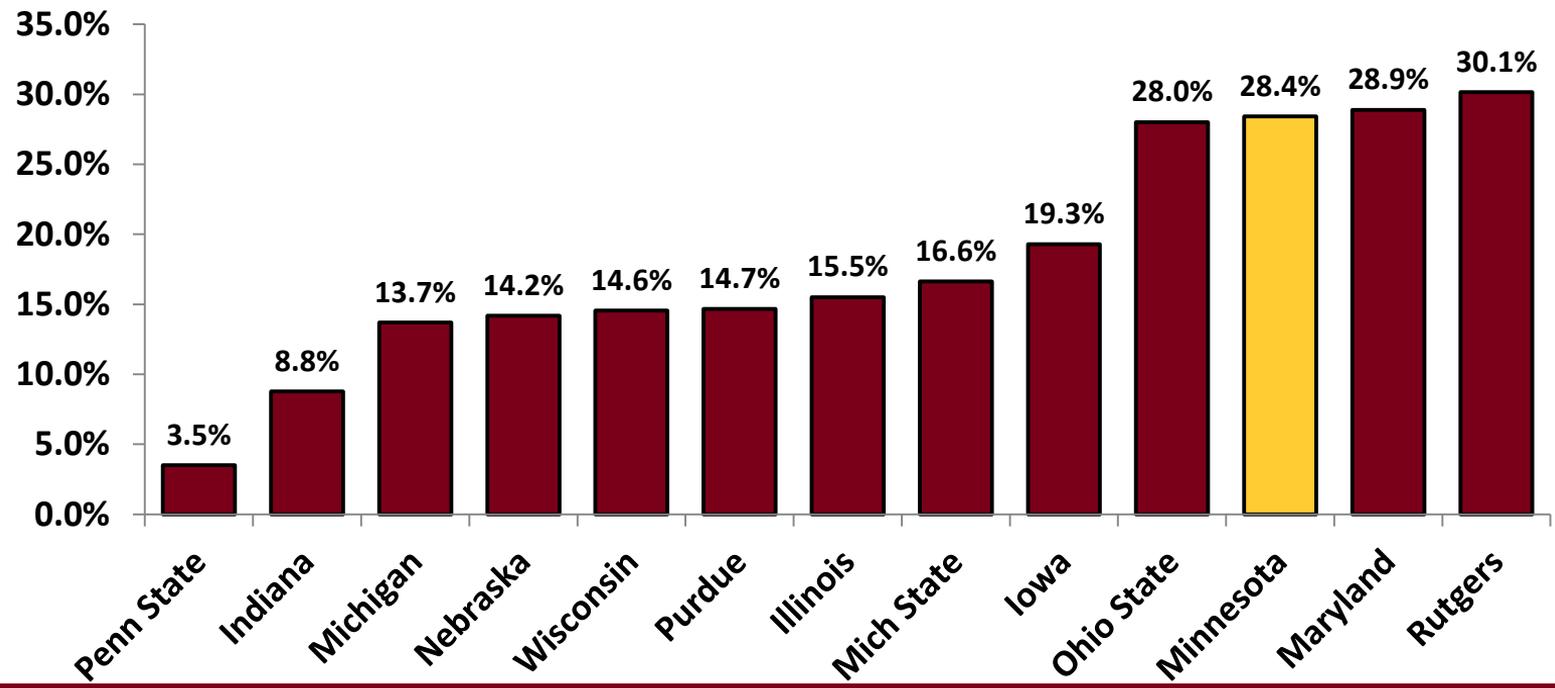
Institution	N	Institution	N	Institution	N
MNSCU2: Normandale CC	275	UMN: UofM Morris	55	ND: NDSU Fargo	33
UMN: UofM Duluth	194	MNSCU4: St Cloud State	54	Wisc: UW Milwaukee	30
MNSCU2: Mpls CTC	187	MNSCU4: MSU Mankato	53	Priv: U of Northwestern StP	25
MNSCU2: Anoka-Ramsey CC	132	Priv: U of St Thomas (MN)	53	Wisc: UW River Falls	22
MNSCU2: Century College	119	Wisc: UW Eau Claire	48	NE: U of Nebraska Lincoln	22
MNSCU2: St Paul College	104	IA: Iowa State University	45	AZ: Arizona State U Tempe	21
MNSCU2: Inver Hills CC	91	MNSCU2: Rochester CTC	37	ND: UND Grand Forks	20
MNSCU2: N Hennepin CC	90	Wisc: UW La Crosse	36	Priv: St Catherine Univ	20
INTL: Shandong U Fin/Econ	63	MNSCU4: Winona State	35		



Twin Cities Campus New Transfer Students (NAS+IUT) by Primary Previous Institution Sector: Academic Year 2017-2018 (Fall+Spring)



New Transfers (NAS/IUT) as a Percent of New Undergraduates Big Ten Public Institutions Fall 2017



Transfer Student Success Strategy

- Transfer Student Advisory Committee
- Student Success Interventions:
 - Just-In Time outreach for new transfer
 - Retention efforts with transfer students on probation
- Continued transfer specific programming
 - New Transfer Welcome Week!
 - Transfer Insiders
 - Transfer Advocate training for faculty and staff

6. Value ethnic, social, economic, geographic diversity

- Maintain a national and global presence to attract a broad range of students (14-15% “national” and 5-6% international)
 - Undergraduates consistently comment on the value of geographical diversity to their experience
- Attract, retain, and graduate students from multicultural backgrounds
- Be attentive to the diversity in MN high schools in recruitment and admissions
- Continue to build pipelines from other states and countries

Twin Cities Campus New Freshman (NHS) Four-Year Graduation by Race/Ethnicity (Single Identification)

Race/Ethnicity	2006	2007	2008	2009	2010	2011	2012	2013	2014
American Indian	24.6%	26.6%	40.3%	34.7%	56.4%	45.9%	51.7%	44.6%	54.9%
Asian	39.3%	42.6%	47.5%	49.6%	52.9%	54.2%	58.7%	65.9%	67.0%
Black	24.6%	32.2%	33.6%	37.3%	39.6%	49.5%	50.3%	44.2%	58.4%
Hawaiian				50.0%	43.8%	61.1%	66.7%	70.8%	69.2%
Hispanic	44.0%	46.1%	52.0%	52.8%	53.7%	54.0%	60.7%	63.0%	66.1%
<i>SOC Subtotal</i>	<i>34.3%</i>	<i>38.9%</i>	<i>43.5%</i>	<i>45.7%</i>	<i>50.0%</i>	<i>52.8%</i>	<i>57.3%</i>	<i>60.1%</i>	<i>64.4%</i>
International	43.5%	48.7%	53.4%	56.6%	58.6%	55.8%	61.8%	60.4%	66.7%
Unknown	53.8%	42.6%	46.5%	45.0%	46.7%	52.6%	45.0%	87.5%	73.7%
White	54.7%	59.0%	63.2%	63.3%	63.8%	66.5%	67.5%	71.1%	73.3%
UMNTC Total	50.6%	54.6%	58.6%	59.5%	60.9%	63.3%	65.2%	68.4%	71.1%

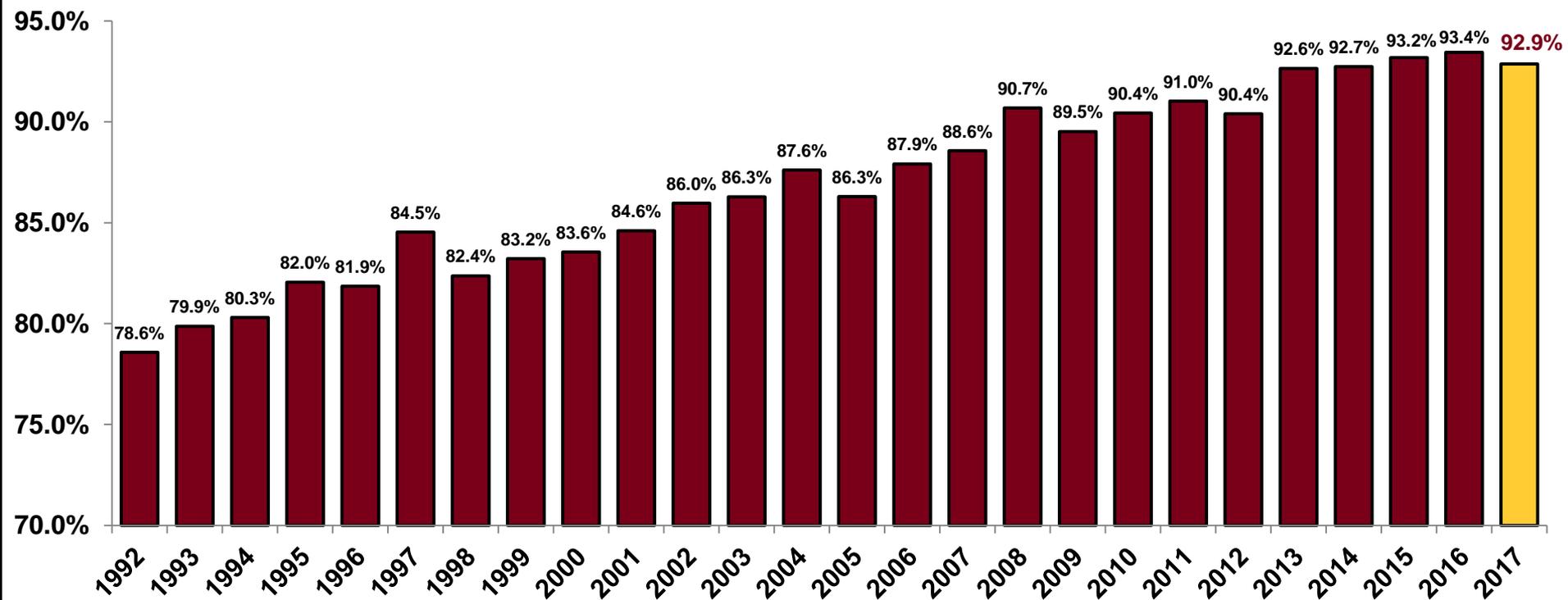


7. Support timely graduation

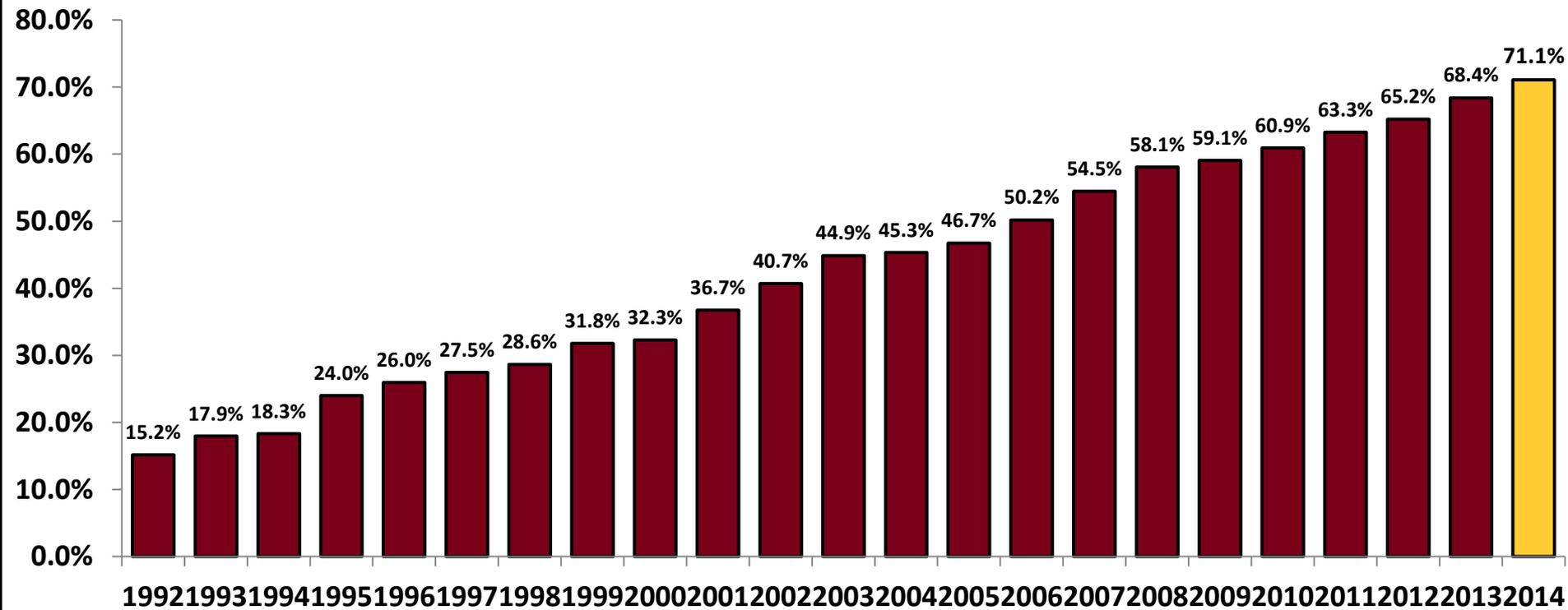
- Link financial aid, tuition, and enrollment strategies
- Allocate resources to support students

Graduation rates		goal
New High School (freshmen)	Four-year	65%
New High School	Six-year	82%
New High School, Pell recipients	Four-year	54%
Transfer	Three-year	65%

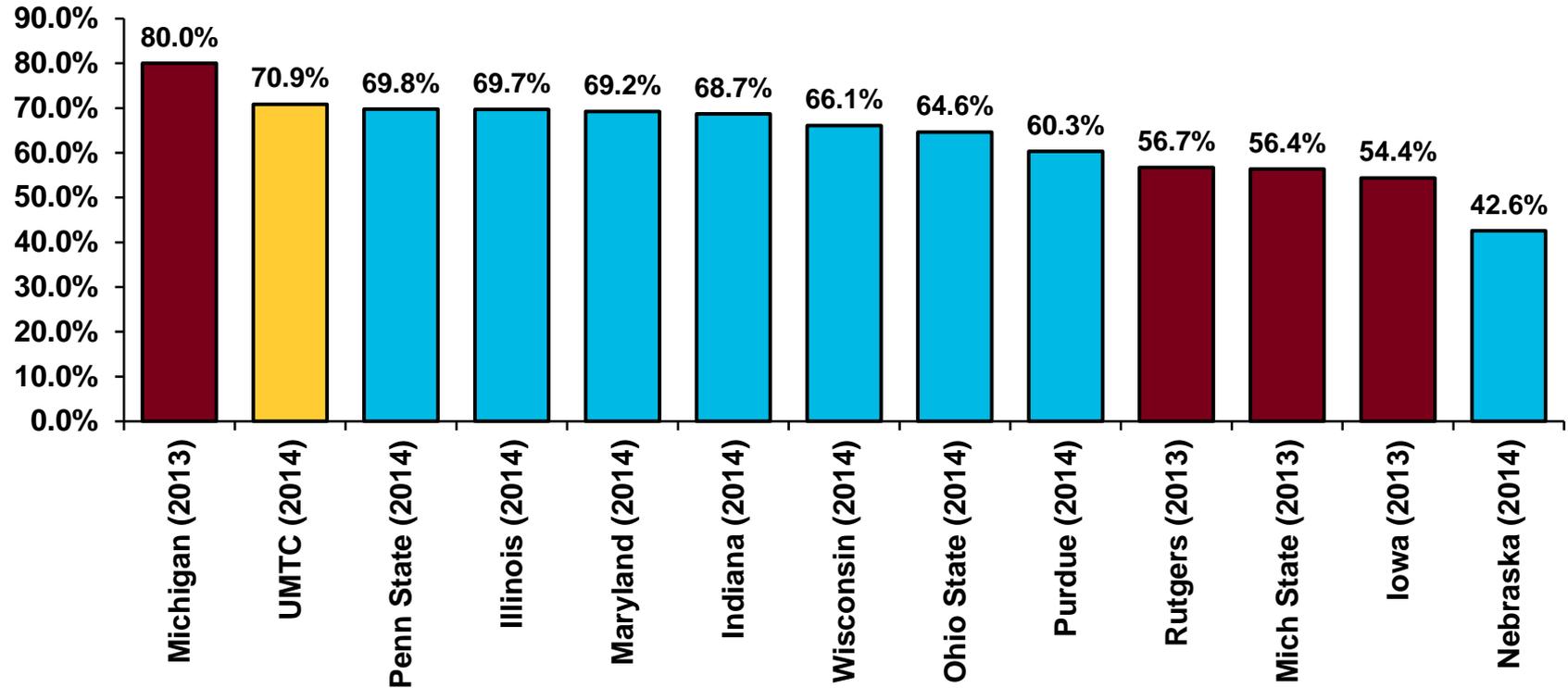
Twin Cities Campus Fall Semester New Freshman (NHS) First-Year Retention Rate



Twin Cities Campus Fall Semester New Freshman Four-Year Graduation Rate By Year of Entry



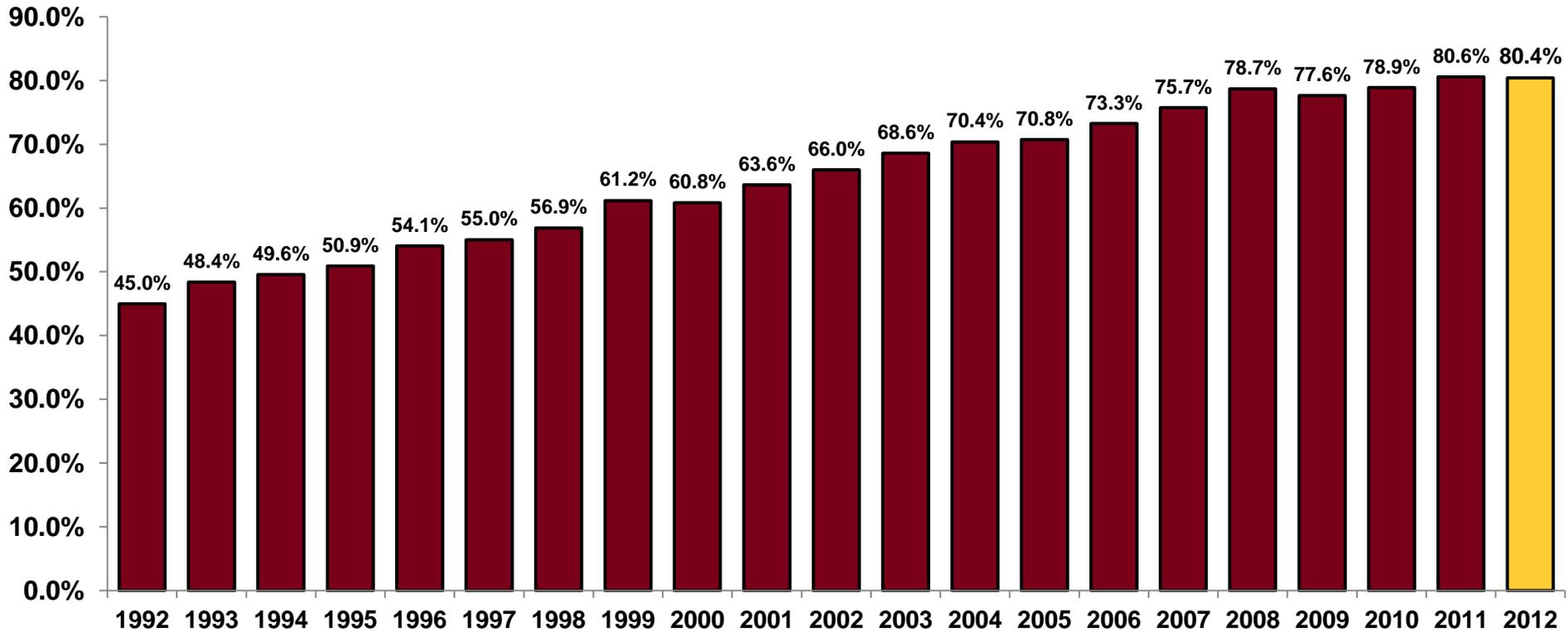
New Freshman Four-Year Graduation Rates: Big Ten Academic Alliance Public 2013 Cohorts & Available 2014 Cohorts



Source: AAUDE 2013 entering cohorts, 2014 cohorts from institutional web sites



Twin Cities Campus Fall Semester New Freshman (NHS) Six-Year Graduation Rate By Year of Entry

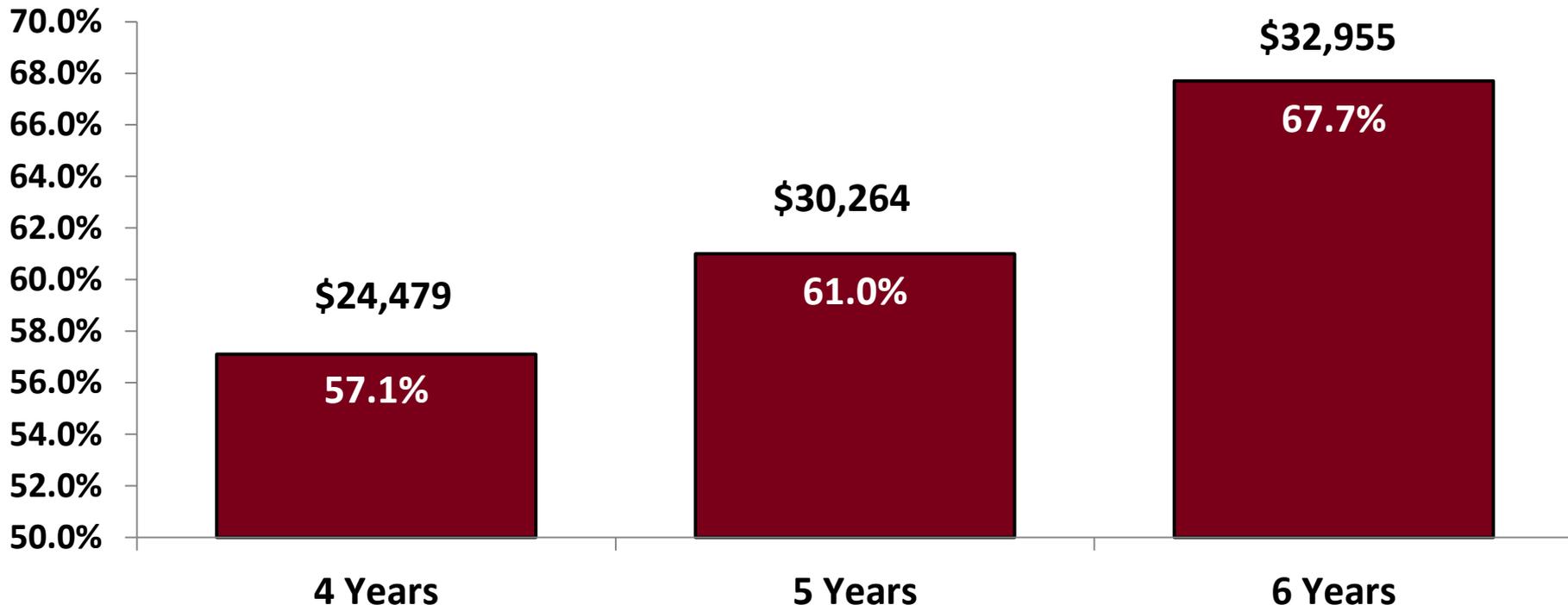


9. Continue need-based and merit-based aid programs



- Distribute need-based aid (including middle income) to ensure fiscal access for MN students
- Allocate merit-based aid to attract the very best students
- Maintain allocation of all financial aid at roughly 2/3 need-based, 1/3 merit-based
- Grow overall institutional gift aid to \$275 million
- *Role of the Capital Campaign*

Graduating in More than Four Years: Impact on Student Debt (Fall 2011 NHS) – Average Debt and % with Debt



** Data excludes Parent PLUS loans*





QUESTIONS AND DISCUSSION



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 7, 2019

AGENDA ITEM: Graduate and Professional Education, Part IV: Impact and Outcomes of Professional Education

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Carissa Slotterback, Associate Dean, Humphrey School of Public Affairs
John Koepke, Professor, Landscape Architecture, College of Design
Holly Ainslie, Vice President, Capital Market Solutions, Ameriprise Financial
Sheryl Ramstad, Chief External Relations Officer, Hennepin Healthcare

PURPOSE & KEY POINTS

This is the fourth in a series of discussions on postbaccalaureate education. This item highlights the role of professional education and its impact on the state, region, nation, and world. The presentation will include an overview of professional education outcomes and impacts across programs and sectors from two faculty representatives of the University's Professional Education Council. Two alumni will discuss the impact of professional education on communities.

BACKGROUND INFORMATION

The first three items in this series were:

- December 2018: *Graduate and Professional Education, Part III: Impact and Outcomes of Graduate Education*, Mission Fulfillment Committee.
- October 2018: *Graduate and Professional Education, Part II: Key Aspects and Challenges*, Mission Fulfillment Committee.
- September 2018: *Graduate and Professional Education, Part I: Postbaccalaureate Education at the University of Minnesota*, Mission Fulfillment Committee.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
February 7, 2019**

**Graduate and Professional Education,
Part IV: Impact and Outcomes of Professional Education**

The Mission Fulfillment Committee’s 2018-19 work plan includes a four-part series discussion on postbaccalaureate education at the University of Minnesota. The September presentation articulated the distinction between graduate and professional education while the October presentation addressed topics including enrollment management, tuition, and key issues affecting professional education. In December leaders discussed the outputs and impacts of graduate education. The February presentation focuses on outcomes used to assess professional education and professional education programs’ impact on Minnesota and beyond.

I. Distinction between Graduate and Professional Education

Since 2015, the University of Minnesota has organized institutional support for postbaccalaureate education in alignment with salient distinctions in the nature of postbaccalaureate degree programs. On the one hand, there is traditional graduate education, where a major portion of the degree program involves research or creative activity; and on the other, there are the professional degree programs—programs whose graduates most often seek applied professional or practice-based employment, where there is often a requirement of licensure to practice, and where outside accreditation bodies play important roles in determining program requirements. These distinctions shape aspects of the degree programs, such as curriculum requirements and appropriate administrative support.

The October presentation to the Board noted that professional education is much harder to generalize than undergraduate or graduate education because of the heterogeneous nature of the programs. For example, tuition for programs such as Master of Education or the Master of Public Policy—here and across the country—is much different than tuition for programs in Medicine or Law. There are also significant differences in degree requirements, structure or shape of the student experiences, and the typical number of years required for degree completion. These differences make it not only harder, but mostly inappropriate to generalize across these programs.

II. Professional Education Outcomes

Despite the challenges associated with the eclectic nature of professional education, the University does collect and monitor outcomes data for programs in order to inform planning at the institutional, campus, and collegiate levels. Among these outcome data are statistics about application, admission, enrollment, number of degrees granted per year, and the median time to degree. Select Fall 2018 outcome figures for the University’s largest (enrollment equal or greater than 30 students) professional education degree programs are presented in Table 1. While Table 1 provides a point-in-time picture of the outcomes, the University also monitors trends in these data over extended periods of time, such as enrollment patterns presented in Table 2.

Table 1: Select Outcome Data for Largest (≥ 30 students) Professional Education Degree Programs.

Program	Apps Fall 2018	Offers Fall 2018	Accepts Fall 2018	Total Enrollment Fall 2018	Degrees Conferred 2017-18
Accountancy M.Acc.	192	62	49	57	49
Architecture M Arch	131	102	38	93	32
Audiology Au D	64	28	16	32	7
Biological Sciences M B S	77	57	39	89	25
Business Administration M B A-(UMD)	34	33	32	60	10
Business Administration M B A-(UMTC)	694	529	495	1039	455
Business Analytics M S	617	254	118	134	99
Business Taxation M B T	46	41	34	77	22
Community Health Promotion M P H	135	98	28	64	29
Curriculum and Instruction M Ed	78	65	41	62	25
Dentistry D D S	135	135	133	468	114
Development Practice M D P	48	42	14	31	21
Doctor of Nursing Practice D N P	203	124	109	381	109
Education M Ed	27	27	23	57	19
Environmental Health M P H	79	68	27	48	27
Epidemiology M P H	213	139	40	84	43
Family Education M Ed	20	19	17	33	21
Finance M S	96	51	24	30	20
Financial Mathematics M F M	154	107	35	56	38
Geographic Information Science M G I S	35	31	19	37	16
Health Care Administration M H A	198	106	65	131	87
Human Resource Development M Ed	61	56	36	59	29
Human Resources and Industrial Relations M A	207	128	72	155	83
Integrated Behavioral Health M P S	47	42	35	104	28
Landscape Architecture M L A	60	48	22	46	25
Law J D	242	221	208	591	194
Management of Technology M S M O T	40	32	25	44	26
Master of Nursing M N	254	66	64	125	63
Maternal and Child Health M P H	118	77	40	75	20
Medicine M D	300	299	238	838	216
Occupational Therapy M O T	55	54	50	98	37
Pharmacy Pharm D	121	115	113	438	173
Physical Therapy D P T	68	56	52	156	43
Public Affairs M P A	54	39	29	76	35
Public Health Administration and Policy M P H	174	151	68	129	48
Public Health Nutrition M P H	57	36	13	31	24
Public Health Practice M P H	103	94	75	87	35
Public Policy M P P	241	222	85	166	78
Security Technologies M S S T	50	42	34	45	26
Social Work M S W	63	54	34	69	24
Social Work M S W	289	238	127	221	137
Software Engineering M S S E	38	33	29	50	26
Special Education Initial License M Ed	55	50	36	70	23

Speech-Language-Hearing Science M A	336	105	37	68	40
Sport and Exercise Science M Ed Major	33	31	20	37	14
Sport Management M Ed	47	46	31	39	18
Strategic Communication M A	21	21	20	40	19
Teaching M Ed	336	291	228	346	263
Urban and Regional Planning M U R P	93	85	37	63	40
Veterinary Medicine D V M	109	109	106	413	102
Youth Development Leadership M Ed	26	26	20	40	12

Table 2: Student Enrollment for Largest (≥ 30 students) Professional Education Degree Programs, Fall 2014 – Fall 2018.

Program	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Accountancy (M.Acc.)	76	60	63	69	57
Architecture (M Arch)	106	95	85	87	93
Audiology (Au D)	34	33	32	39	32
Biological Sciences (M B S)	92	93	93	92	89
Business Administration (M B A)-UMTC	1376	1220	1244	1129	1039
Business Administration (M B A)-UMD	-	27	31	34	60
Business Taxation (M B T)	103	88	86	76	77
Community Health Promotion (M P H)	45	55	68	64	64
Curriculum and Instruction (M Ed)	87	106	91	91	62
Dentistry (D D S)	416	429	443	459	468
Development Practice (M D P)	32	30	30	32	31
Doctor of Nursing Practice (D N P)	334	347	353	346	381
Education (M Ed)	74	64	62	68	57
Environmental Health (M P H)	68	59	52	55	48
Epidemiology (M P H)	62	85	90	78	84
Family Education (M Ed)	28	43	41	47	33
Financial Mathematics (M F M)	74	80	79	67	56
Geographic Information Science (M G I S)	44	37	39	45	37
Health Care Administration(M H A)	135	158	162	122	131
Human Resource Development (M Ed)	42	47	57	68	59
Human Resources and Industrial Relations (M A)	167	155	160	161	155
Integrated Behavioral Health (M P S)	89	97	114	105	104
Landscape Architecture (M L A)	64	59	53	51	46
Law (J D)	693	640	573	561	591
Law (L L M)	51	61	52	37	28
Management of Technology (M S M O T)	48	42	47	53	44
Master of Nursing (M N)	126	127	127	125	125
Maternal and Child Health (M P H)	49	39	50	63	75
Medicine (M D)-Duluth	126	123	123	124	123
Medicine (M D)-Twin Cities	832	827	820	826	838
Occupational Therapy (M O T)	96	97	98	95	98

Pharmacy (Pharm D)-Twin Cities	439	430	432	443	448
Pharmacy (Pharm D)-Duluth	229	232	234	228	228
Physical Therapy (D P T)	148	149	146	151	156
Public Affairs (M P A)	82	92	101	89	76
Public Health Administration and Policy (M P H)	106	121	125	129	129
Public Health Nutrition (M P H)	38	41	39	31	31
Public Health Practice (M P H)	77	82	75	84	87
Public Policy (M P P)	175	177	156	152	166
Security Technologies (M S S T)	27	26	39	53	45
Social Work (M S W)-Duluth	82	70	70	70	69
Social Work (M S W)-Twin Cities	238	258	257	254	221
Software Engineering (M S S E)	65	64	59	54	50
Special Education (Initial License M Ed)	-	-	42	65	70
Speech-Language-Hearing Science (M A)	66	55	61	70	68
Sport and Exercise Science (M Ed)	-	1	28	34	37
Sport Management (M Ed)	-	-	37	38	39
Strategic Communication (M A)	39	37	45	46	40
Teaching (M Ed)	340	446	407	394	346
Tribal Administration and Governance (M T A G)	36	38	37	35	21
Urban and Regional Planning (M U R P)	74	62	77	76	63
Veterinary Medicine (D V M)	403	397	405	406	413
Youth Development Leadership(M Ed)	46	51	53	43	40

III. Specific Outcome and Impact Measures and Examples from Select Professional Education Programs

As stated above, close monitoring of programmatic outcomes related to professional education and understanding the impact that programs have on Minnesota and beyond is largely and best overseen by the program faculty rather than at the institutional level. Below are descriptions of outcomes and impacts for select professional education programs or program clusters provided by the responsible professional education program leaders.

Master of Architecture (College of Design)

Established in 1913, the University of Minnesota School of Architecture is among the oldest architecture programs in the United States. The three-year M.Arch program is anchored by the belief that a liberal education followed by sustained study in architecture and related disciplines provides the strongest preparation for the challenges of architectural practice. The purpose of the Master of Architecture program at the University of Minnesota is to prepare students for professional careers in architecture.

Program Outcomes: The M.Arch degree is a professionally accredited program reviewed by the National Architectural Accrediting Board (NAAB), and the accreditation criteria are aligned with outcomes we believe are essential to our program. As a professionally accredited degree, the Master of Architecture program must demonstrate that each graduate possesses the knowledge and skills defined by criteria established by NAAB. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

For the purpose of accreditation, graduating students must demonstrate understanding or ability according to three categories of NAAB Student Performance Criteria (SPC): Critical Thinking and Representation; Integrated Building Practices, Technical Skills and Knowledge; and Leadership and Practice. Other formal feedback procedures include the following: design reviews, student rating of teaching evaluations, exit interviews, external portfolio reviews, student awards and scholarships, graduate student advisory group, employment rate of graduates, licensure rate of graduates, graduate review and improvement process survey, graduate curriculum committee review, faculty annual progress reports, faculty annual review, faculty awards and fellowships, faculty tenure and promotion.

Regarding program reputation: Design Intelligence, a primary survey of North American architecture schools, awarded the University of Minnesota School of Architecture a #2 ranking of “most admired graduate architecture programs” according to architecture deans and department heads in 2017, tied with MIT for the #2 spot after Harvard University, #1. The University of Minnesota School of Architecture is also recognized for its research productivity. According to the 2013 USA’s Best Architecture Schools in Research survey, the University of Minnesota received a median research score of 4, with 21% of staff in the top quartile. This survey places our School as the 15th most productive architecture program in the nation out of 117 programs, ahead of top-caliber competing programs such as the University of Virginia and Carnegie Mellon University. With regard to creative practice, School of Architecture practicing faculty members have received national and international recognition for their work, and several lead nationally award-winning firms.

Program Impacts: Based on a College of Design graduate degree alumni survey conducted about 6 months after graduation for grads from 2014-15 (including all grad degree design alumni, and about half of the respondents being arch grads): 87.5% were employed within six months of graduating 0% were unemployed 12.5% were seeking additional education in 2014-15 (all majors) 94% listed job satisfaction as satisfied or very satisfied.

Top organizations or sectors where program graduates are employed: HGA, Wold, Cuningham, BWBR, RSP. There are 1,280 living M.Arch alumni. About 64% live in Minnesota, and 60.6% live in the Twin Cities. Outside of Minnesota, the top states for our alumni are: CA (64), WI (63), WA (38), IL (26), CO (24), NY (18), VA & FL (17), MA & OR (13), MD (12), and SD (11).

Earnings: Based on a College of Design grad degree alumni survey conducted about six months after graduation for graduates from 2014-15 (including all grad degree design alumni, and about half of the respondents being arch grads), mean income was \$47,527.

Unique Contributions: The School of Architecture’s mission is to educate professional architects and to advance architectural knowledge and creative practice through design-centered teaching and research. To support this mission, it maintains a strong faculty composed of academics and practicing architects, fostering a dynamic dialogue between architecture’s identity as a discipline and a profession. As a profession, architecture has a responsibility to serve society. The profession’s ethical obligations form an arc that encompasses a respect for our inheritance from the past, a commitment to improve the quality of life in the present, and a dedication to producing a sustainable environment for the future.

Community engagement plays an important role in activities in the School of Architecture. The Center for Sustainable Building Research regularly leads community-focused activities in the areas of carbon neutral design, design for community resilience, and public interest design, at both local and regional levels. The Minnesota Design Center, directed by Professor Thomas Fisher, has been involved with Twin Cities Community Development like new planning efforts in the area of Prospect Park near the University’s Twin Cities campus, responsible highway redevelopment, and new approaches to light-rail development. This work has been prominently displayed in public exhibitions at the University and in downtown Minneapolis and in local media outlets. The GD3 studio in the Masters of Architecture program has been an exemplar of actively engaged teaching and learning. In the Design Duluth studio

section, for example, students from multiple disciplines participated in this course as it interfaced with community leaders in the Duluth metro area. The coursework positively represents the University of Minnesota to the public and has been rewarded for its innovative approaches by grant-funding agencies, earning a Bush Foundation grant amounting to almost \$200,000. The studio is innovative for its approaches to examining urban issues through the lens of architecture and design to benefit the community and change political and economic policy.

Master of Landscape Architecture (College of Design)

The Master of Landscape Architecture (MLA) is an accredited professional degree that meets the requirement to becoming a licensed landscape architect in the state of Minnesota and throughout the United States. The MLA program introduces students to the practice and discipline of landscape architecture, providing them with the ecological, artistic, technical, and communication skills necessary to practice in the profession.

Program Outcomes: The program strives for high quality instruction and positive learning outcomes for all students. The Department continually looks to improve quality through course improvements based on student feedback, curriculum changes based on alumni/employer surveys and feedback, and adjustments to teaching/delivery methods based on technological changes within profession/disciplinary field. We assess quality through direct feedback from students, regular course and curriculum review by faculty, success of our students in job placement (90%+ the past five years) and career performance (many of our alumni win National and State professional awards for their work). Educational quality is monitored through interdepartmental conversation, and student feedback. Design Intelligence ranks landscape architecture programs in various categories and our program consistently ranks in the top 25 graduate programs in the U.S. In 2017 we were #16 and in 2018 we were #25.

Program Impacts: The Department of Landscape Architecture is required to provide annual job placement data to our accrediting body, LAAB. In the last 5 years our job placement rate among our MLA graduates has remained in the 90th percentile (90% or higher). This tracks graduates' ability to land a first professional job post-graduation. We have small enough graduating classes to informally assess each class at 6-months post-graduation for job placement. This data is tracked by the Department through faculty-student mentoring and by reviewing social media of recent graduates.

Top organizations or sectors where program graduates are employed: Most graduates work for small organizations, Small to Medium-sized Consulting Firms, Government Organizations, Small to Medium Non-profit Organizations. As of May 2018, 74.3% of our MLA graduates from the past seven years work in Minnesota. Outside of the Twin Cities metro our graduates work in the cities of Duluth, St. Cloud and Fargo/Moorhead area.

Earnings: We do not collect our own data related to the salary and earning of program graduates. The American Society of Landscape Architects' (ASLA) last Salary Survey Report (<https://www.asla.org/NewsReleaseDetails.aspx?id=30041>) covers salaries, bonuses, total compensation, and benefits for landscape architecture positions in the private, public, and academic sectors. In addition, the U.S. Bureau of Labor Statistics keeps salary and employment data for Landscape Architects (<https://www.bls.gov/ooh/architecture-and-engineering/landscape-architects.htm>).

Unique Contributions: A landscape architect's work centers around the specificity of places and communities. Thus, all of our graduates have made unique contributions to communities and populations in Minnesota through the development of improved public spaces, better cities, and healthier landscape systems throughout the State. A few more specific examples are: Kristin Raab and Nissa Tupper are working on public health impacts of climate change with the MN Department of Public Health, <http://www.health.state.mn.us/divs/climatechange/>

Clifton Swenson and Coleen O'Dell working on improving public equity and public space in their jobs directing design projects for the Minneapolis Park Board, https://www.minneapolisparcs.org/about_us/racial_equity/

Dan Shaw's environmental restoration mitigation and water resources work across the State with Board of Water and Soil Resources State Agency (BWSR). www.bwsr.state.mn.us/

Anna Claussen's work with Agriculture with Voices for Rural Resilience. John Koepke and M. Christine Carlson's long-term efforts helping to develop and work with The Laurentian Vision Partnership which supports the Mesabi Iron Range as a healthy place to live and work by transforming the regions mine pits and stockpiles into new lakes and functional landscapes to enhance the future legacy the Iron Range. www.lvpmn.org/

Rebecca Krinke's work with Dakotah people on the Dakota Language Table, <https://mnhum.org/k12/professional-development-educators/dakota-language-table/>

As a licensed profession in the state of Minnesota, landscape architecture encompasses the analysis, planning, design, management, and stewardship of the natural and built environments. Landscape Architectural projects range from academic campuses, conservation and natural areas, historic landscapes, parks and recreation, transportation corridors, urban design, water resources, and commercial and residential properties.

Master of Biological Sciences (College of Continuing and Professional Studies)

The Master of Biological Sciences (MBS) is a unique, individualized graduate degree designed to meet the needs of working adults seeking to advance their expertise in a particular area of biology. Students develop their disciplinary foci in consultation with their advisers and enjoy access to the breadth of scientific knowledge across the University.

Program Outcomes: Since our target population is working professionals as well as traditionally-aged students, success for our students takes many forms. One such measurement is the high value placement opportunity our alumni achieve, and career advancement for our students who are currently working professionals. Providing an individually-designed program for our students allows them to partake of existing faculty expertise across several colleges at the University of Minnesota.

Program Impacts: Nearly all of our students find placement after graduation, attain a promotion in their current organization, or enter into Medical, Dental, Pharmacy schools or PhD programs.

Top organizations or sectors where program graduates are employed: Beckman Coulter, Boston Scientific, Medtronic, 3M, Abbott. More than 65% of MBS graduates remain in Minnesota, and 35% have moved out of state, both nationally and internationally.

Unique Contributions: Our students and alumni make contributions to scientific knowledge in various ways - from placements in labs such as the Visible Heart Lab, Medtronic, and 3M, to serving as microbiologists at leading health providers such Fairview and St. Joseph's Hospital, to scientists at area zoos, wetland preserves, and rural animal centers, to K-12 science teachers, instructors in community colleges, and smaller colleges in greater Minnesota. Our program provides a gateway to the University of Minnesota for students from smaller colleges, community colleges, and rural institutions. The flexible nature of our program provides opportunities for students, many of whom are part-time working professionals, to pivot their focus based on real-world professional needs and scientific advances.

Select Carlson School of Management Programs (Business Administration, Business Analytics, Finance, Supply Chain management)

Program Outcomes: Varied National & Global Program Rankings (US News, Financial Times, Bloomberg Businessweek, QS etc.) - Placement success (overall % placed, starting salary) - Student satisfaction (regular surveys, exit interviews) — Enrollments.

Program Impacts: All of our programs report placement rates for those seeking employment from full-time programs. Those who are not seeking (continuing education, entrepreneurship, etc.) are excluded from calculation. All numbers are at 180 days post-graduation. MBA: 94% MSBA: 100% MSF: 89%.

Top organizations where program graduates work: Management Consulting, Healthcare, Manufacturing, Consumer Packaged Goods, Technology. 77% placement in Minnesota.

Earnings: MBA: \$113,100 avg starting salary MSBA: \$98,200 avg starting salary MSF: \$74,000 avg salary for U.S. roles.

Unique Contributions: MSBA student projects have improved scheduling at HCMC and reduced evictions in Hennepin county among other public impacts. MBA students won a national case competition for their proposed interventions in the opioid crisis. Their recommendations affected state legislation. The graduate professional programs at Carlson have 1500 enrolled students in any given year. They represent currently employed or future employees for nearly every firm in the state, as well as many public & non-profits as well. The collection of programs comprises the only nationally ranked set of programs in the region and is the backbone of business education in the state. Whether it is learning general management principles, how to better manage and lead people, how to understand and use large data sets in modern business etc., Carlson plays a pivotal role.

Labovitz Master of Business Administration Program – Duluth, Rochester (Labovitz School of Business and Economics)

The Labovitz MBA program is designed to meet the needs of those who would like to pursue graduate management education either full-time or part-time. In Duluth, the program offers an accelerated 12-month MBA designed for full-time students; a 4+1 Integrated MBA allowing current undergraduates to earn both Bachelors and MBA degrees in 5 years; a traditional Part-Time MBA; and a PharmD/MBA Dual Career Option. In Rochester we also offer an Executive-format MBA designed for working professionals.

Program Outcomes: We evaluate the MBA program on an ongoing basis as part of the Labovitz School's AACSB accreditation continuous improvement processes. The MBA program's learning goals and objectives can be found here: <https://lsbe.d.umn.edu/mba-program/academics/goals-objectives>. We believe that maintaining (or improving) the quality of the program outcomes while successfully increasing student enrollments through innovative program offerings and increased target marketing efforts have been the key to recent growth.

Broader Impacts: In the most recent Graduate Follow-up Report (2016-17), 92% of MBA graduates surveyed were employed, while 100% of respondents were either "Employed," "Continuing Ed," or "Not Seeking."

Top organizations or sectors where program graduates are employed: Mayo Clinic (Rochester), IBM (Rochester), Hormel (Austin), Enbridge (Duluth), Minnesota Power (Duluth). In the most recent Graduate Follow-up Report (2016-17), 75% of MBA graduates surveyed were employed in Minnesota. Although detail by city is unavailable, the majority of those graduates employed in Minnesota are employed in either Duluth or Rochester areas. In the most recent Graduate Follow-up Report (2016-17), salaries reported for the 10 MBA graduates responding were: Low \$55,000 High \$170,000 Mean \$105,350 Median \$107,000. While graduates of the Labovitz MBA program are employed across the country (and world), the majority of their contributions are likely to be felt by the communities in outstate Minnesota, such as Duluth and Rochester.

Master of Development Practice (Humphrey School of Public Affairs)

Through dynamic, interdisciplinary training in public policy, education, public health, and natural and social sciences, the Master of Development Practice (MDP) degree program prepares students for careers in international development, equipping them with the skills needed to address the problems of poverty, social justice, and sustainable development. While the majority of students are focused on the developing world, some graduates use their skills to work in the domestic arena.

Program Outcomes: The Humphrey School of Public Affairs is ranked #9 among schools of public affairs by U.S. News and World Report. The MDP program is jointly administered by the Humphrey School and the University's Interdisciplinary Center for the Study of Global Change. The MDP program is a member of the Global MDP Association. The program engages disciplinary expertise from across the University, with faculty and courses coming from the Humphrey School of Public Affairs, College of Education and Human Development, College of Food, Agriculture, and Natural Resource Sciences, and the School of Public Health.

Program Impacts: For 2017 graduates of the Master of Development Practice program, the job placement rate within one year was 75%.

Top organizations or sectors where program graduates are employed: State of Minnesota, Hennepin County, City of Minneapolis, Metropolitan Council, Ramsey County. Based on a survey of 2013-14 Master of Development Practice program graduates, 25% had salaries between \$50-59k, 25% had salaries \$60-69k, and 13% had salaries \$70k or greater. Students are required to complete a 10-week (400 hours) international field experience, which includes professional work and academic cross-cultural training. Students complete the field experience during the summer between the first and second year of the program. Egypt, Peru, Nepal, Nicaragua, Rwanda, and Senegal are a few of the countries where students most recently spent their summers conducting community-engaged research with organizations such as Rainforest Alliance, UNESCO, Save the Children, and Maya Leadership Alliance.

Master of Education- Teacher Preparation Programs (College of Education and Human Development)

The cluster of Master of Education (M.Ed.) programs that prepare post-baccalaureate students to earn their initial license to teach in K-12 schools as mandated by the MN Professional Educator Licensing and Standards Board. These teacher preparation programs result in both an MEd degree as well as endorsement to teach in various subject areas in K-12 including but not limited to: Arts, elementary ed, literacy, math, science, social studies, second language.

Program Outcomes: CEHD prepares the largest number of K-12 teachers in state of MN (close to 200 new teachers across 20 licensure areas each year). We also use licensure/ placement rates of our graduates along with innovation in delivery of teacher education programs through partnerships with various public school systems as outcome measures. We are on the forefront of addressing teacher shortages across Minnesota.

Program Impacts: 75% of teacher education graduates with reported wages (from Graduate Employment Outcomes, MN DEED).

Top organizations or sectors where program graduates are employed: Traditional Public School (74.1%), Public Charter School (13.8%), Private School (5.8%), Other (6.3%). From the Office of Teacher Education (OTE) internal report (n=189) had 164 grads who are teaching specifically in Minnesota, so the percentage is 86.8% of University of Minnesota teacher licensure 2017 grads reported back to us that they stayed in Minnesota. Of those 164 respondents, 27(16.5%) are teaching in rural districts in Minnesota, and 92 (56.1%) are teaching in urban districts in Minnesota. Forty-five of the 164 (27.4%) are teaching in inner-suburb or outer-ring suburbs. Many teachers spread out across the state so there are many employers with only one University of Minnesota graduate hired. The top 9-10 districts hiring groups of our graduates are: Minneapolis (45) =27.3%, St.Paul (14)=8.5%, Brooklyn Park (9)=5.5%,

Brooklyn Center (5), Eden Prairie (5), Apple Valley (4), Columbia Heights (4), Plymouth (4), Spring Lake Park (4).

Earnings: \$51k median annual salary for those with graduate degrees in teaching/education professions, 2-4 years out from graduation (from Graduate Employment Outcomes, MN DEED).

Unique Contributions: All of our teacher candidates are prepared to work with the diversity in schools, including such areas as: English Language Learners, special needs, gifted, socio-economic, ethnicity, and gender. All of our teacher candidates are prepared to work with students with reading, especially students who are not reading at grade level or do not have English as their first language. All of our teacher candidates are prepared to use technology effectively with content instruction. All of our teacher candidates are prepared utilizing collaborative/co-teaching strategies to ensure they work within the ecosystem of the school with other school professionals.

The College of Education and Human Development (CEHD) embraces a dual approach of increasing access to teacher education while supplying and diversifying Minnesota's educator workforce. For example, in 2015 CEHD created a Multiple Pathways to Teaching initiative as a response to predicted teacher shortages across MN. This innovative unit is committed to both diversifying the teaching profession and creating new pathways for students to successfully acquire their teaching licensure. The goal for the initiative is to widen the pipeline of non-traditional students, with the premise that a greater number of quality teacher candidates from diverse backgrounds will be better equipped to attain licensure if the preparatory program is tailored to the needs of a specific district. One example of this is a grow-your-own partnership called the Minneapolis Residency Program, a partnership with the Minneapolis Public Schools and the Minneapolis Federation of Teachers and Education Service Professionals. The Minneapolis Residency Program is grounded in the idea that one of the most effective ways to prepare new teachers is to recruit them from the communities in which they reside, prepare them in partnership with districts, and ensure that they secure jobs in the district after being recommended for licensure.

Master of Education Degree – Duluth (College of Education and Human Service Professions)

The program provides a master's degree in education defined broadly for those who will work in leadership roles in Pre-K-12, Higher Education, Extension, and public service programs. The UMD M.ED includes options for multiple forms of research and curriculum development, projects in contexts and applied principles and educational foundations across multiple fields. The program is designed to be delivered through a hybrid model, using both on-line and face-to-face options.

Program Outcomes: Our program outcomes are aligned specifically with the UMD Graduate Program Goal Categories and our measures are delineated in our assessment plan, which is approved by our campus. Our plan includes the use of common rubrics and collaborative review of student work. We report our student performance results and our analysis and program development based on program faculty's collective deliberations annually, utilizing our campus' three-year graduate cycle. Our program participates in peer review of our assessment and development annually, as do all graduate programs at UMD. We also participate in our campus' program review cycle and have completed a comprehensive program review this academic year, in which our program was rated against selected Higher Learning Commission indicators by outside reviewers as part of the process.

Program Impacts: We do not directly place our graduates; however, our annual survey data does indicate that they are employed in field relative to the degree.

Top organizations or sectors where program graduates are employed: K-12 programs, University of Minnesota positions, Collegiate and professional athletics, Social programs, Tribal programs. Many of our graduates work with and/or are part of Ojibwe Reservation Communities. Our program has enriched the University campuses through innovations, research and added insights in addition to

providing connections across our five campuses through those enrolled. In addition, our program has graduates who have provided educational leadership and innovations to our state's reservation communities.

Master of Environmental Health and Safety (MEHS) – Duluth (Swenson College of Science and Engineering)

The Master of Environmental Health and Safety (MEHS) program prepares graduates for professional careers in environmental health and safety – encompassing occupational safety, industrial hygiene, ergonomics, risk management and environmental health. We strive to not only provide academic-based knowledge, but also the technical and practical skills necessary to be an ethical and successful EHS professional.

Program Outcomes: We measure program success by program longevity, job placement, retention of graduates in the EHS field, number of EHS employers contacting us directly for possible graduate hires, and ability to maintain our designation as a Qualified Academic Program (QAP) through the Board of Certified Safety Professionals.

Program Impacts: Based on internal tracking over the past 10 years, over 95% of our graduates find a position in EHS within six months of graduation and, once there, over 95% are still working in the EHS profession after three years. Placement data from the annual Graduate Follow Up Report published by UMD's Career and Internship Services is consistent with our internal tracking.

Top organizations or sectors where program graduates are employed: Construction, Utilities, Manufacturing, Government, Insurance. Roughly 75% of our graduates work in Minnesota. For example, in 2016-17, 11 of our 14 job-seeking graduates took positions in Minnesota: 7 in the Twin Cities area, 1 in the Duluth area, and 3 in other parts of the state (e.g., Hibbing).

Earnings: In 2016-17, 12 graduates reported on salary and earnings: the average salary was \$67,855 with a minimum salary of \$32,760 and maximum of \$100,000.

Unique Contributions: Our graduates work pretty much anywhere in the state, in numerous industry sectors. For example, one of our recent graduates now works with the Mille Lacs Band of Ojibwe Health System to ensure employee health and safety while both the compliance and the consultation divisions of MnOSHA are staffed with numerous program graduates. The Environmental Health Sciences (EHS) group at Minnesota Power is staffed primarily by UMD program graduates as are the EHS staff at the majority of the Iron Range mining operations (e.g., Cleveland Cliffs).

The UMD MEHS program has been in place since 1976 and has over 900 graduates, most of whom have worked in Minnesota at some point and others who have worked all over the world. I cannot begin to imagine the number of workers in Minnesota alone who have been spared serious injury or death as a result of their efforts, and in turn, the number of companies and organizations who have benefited from a healthy, productive workforce. But these efforts are ongoing, requiring new up-and-coming EHS professionals to keep these efforts efficient and effective while staying abreast of new technologies, regulations, procedures and work systems able to help employees stay safe and organizations succeed in an ever-changing world.

Master of Environmental Education, Duluth (College of Education and Human Service Professions)

The purpose of this program is to develop advanced practitioners in EE who will take on leadership roles through positions such as EE specialists and directors at nature centers, outdoor and EE centers, natural resource agencies, conservation groups, park and recreation programs, and in P-16 school settings. Core requirements include teaching methodology in formal and non-formal settings; program development, management, and evaluation; theory; and research.

Program Outcomes: Accredited by the North American Association for Environmental Education Also program outcomes are evaluated annually, as part of the UMD assessment cycle

Program Impacts: 83% job placement rate (from UMD Career Services).

Top organizations where program graduates are employed: State or national parks, nature centers, nonprofit environmental organizations, zoos/aquariums. 60% of graduates are in Minnesota.

Earnings: Mean: 36k (from UMD Career Services; data limited due to a sample of 5 for this data).

Master of Financial Mathematics, Program Post-Baccalaureate Certificate - Fundamentals of Quantitative Finance (College Science and Engineering Programs)

The MFM prepares students to enter the field of Quantitative Finance which is a cross-disciplinary and merges Finance, Mathematics, Statistics and Computer Science; it models the inherent uncertainty associated with financial markets and trains students to model, analyze and manage risk and price and trade securities among other things. It incorporates theoretical and experiential learning taught by academics and practitioners. Placement is strong locally, nationally and internationally.

Program Outcomes: Of over 100 programs in North America, UMN's MFM is ranked in the top 25 (12, 20 and 23 in recent years by various ranking sites). Another success is the loyalty of our alumni across the globe. We stay in regular contact with most of our 250+ alumni and they continue to stay engaged with our program - they participate as mentors in modeling workshops, teach courses in the program, attend panels, give lectures and are very active in coaching and mentoring new generations of MFM students.

We are the only MFM in the Upper Midwest and employers in the region know the value of our program and regularly recruit quants from our MFM; For instance all the hedging for Allianz worldwide is based out of their U.S. Headquarters in Golden Valley and they have hired at least 13+ MFM alumni in addition to about 6 PhDs and a few Certified Financial Analysts (CFAs). Another world-wide Fintech firm, FIS Global just recently opened an office in the Twin Cities and began recruiting exclusively from our MFM to support their Risk Management and Trading Software for big firms like Securian, Cargill and Piper Jaffrey. Their NYC Head of this Division is extremely impressed with the caliber of our MFM who match alumni from the top 5 MFM programs in the US. The Federal Reserve of Minneapolis recruited a model validation analyst from the MFM. This hiring manager and VP is in charge of Model Validation for the entire Federal Reserve. So we have alumni who are capable of working in this top team.

The program has connections with a large group of local practitioners involved in insurance, banking, data analytics and investment and regulation. We have grown the number of practicing quants and senior leaders in the field of Quantitative Finance significantly in the last 8 years of the program which is now in its 12th year.

Program Impacts: Our placement is outstanding and our students are working in all the top banks, insurance and investment firms, asset managers, hedge funds, The Fed, data analysis firms and agribusiness. Some alumni go on to PhDs in and move back into industry at higher levels. Students graduate in May and the vast majority have jobs within 4-5 months.

Top organizations or sectors where program graduates are employed: Banking (quant risk mgt): U.S. Bank, Wells Fargo, TCF, Morgan Stanley, JP Morgan, Russel Investments, BNY Mellon, Citi; Insurance-Investment/Hedging - Allianz Investment Mgt., Ameriprise, Securian; Agribusiness/Oil Firms - Cargill, CHS, Texas Oil Trading Firms; Asset Managers/Hedge Funds: Parametric, Galliard Capital Mgt. Columbia Threadneedle, Pine River Capital Management; Data Science/Fintech: Amazon, FIS Global, Sezzle, Savvy Sherpa. About 65% work in Minnesota and most of those people are in the Twin Cities, even though we have a large international alumni base (mostly from China). There are just not enough quants in the Twin Cities or nationally so while it is harder and harder for recent international alumni to find work in

the U.S. and in the Twin Cities, they can find work if they are flexible and persistent. We have a lot of career development support in the program and a lot of support from our local alumni.

Earnings: In general, MFM alumni who remain in the Twin Cities start at about \$65-\$75K base pay in addition to variable bonus pay ranging from \$5,000 to \$10,000.

Unique Contributions: Our graduates are very loyal to our program and always jump at the chance to education new generations of STEM students. For instance, we held two Bloomberg Workshops for Quantitative Analysis as a way to demonstrate what MFM alumni have learned in the program and how they use Bloomberg to do their work. We had 5 mentors for each workshop who took the students through a special project and had them present their results at the end of the day.

Master of Geographic Information Science (College of Liberal Arts)

The MGIS program is a unique professional Master's degree associated with the Geography, Environment & Society department. It is also affiliated with other academic units including the Forest Resources, Computer Science, and Soil, Water & Climate departments. Students earn a comprehensive GIS degree that balances theoretical, technical, applied and societal dimensions of GIS. Our program prides itself on providing a top-quality program accessible to a diverse range of students.

Program Outcomes: We are one of the first professional degree programs in the country and serve as a model for other successful programs like the MGIS degree at Penn State. Our students complete their degrees in a timely manner and experience an extremely high job placement rate with some hired even before they complete their degrees. A number of students also continue on for PhD degrees in different disciplines. We have excellent faculty both tenure-track and working professionals.

Program Impacts: Our job placement rate is well-over 90%. A full listing is available on our web site: <https://cla.umn.edu/mgis/program/job-placement>. Additionally, many our graduates are promoted into higher, more senior level positions and have received recognition as leaders in the field (e.g., MN GIS/LIS professional awards).

Top organizations or sectors where program graduates are employed: Large private sector companies like Apple, Google, Amazon, Esri, Optum, Federal government agencies like USFWS, NGA, NPS, State agencies like MN DNR, MnDOT, MPCA, Private consulting companies like Barr, TetraTech, and many others, Local government--city and county offices across the country.

Earnings: We do not collect data on this but there are some salary surveys done by professional organizations like the MN GIS/LIS Consortium and URISA. In general, salaries can vary quite a bit but since we are a STEM/IT field, salaries for those with strong IT/geospatial data science and development skills are quite competitive. Many of our grads are also promoted to higher paying positions within the same company or with other companies as their skills and experience increase.

Unique Contributions: Because GIS is so applicable to so many field and many of our students are interested and involved in outreach opportunities they often make valuable societal contributions. For example, we have a graduate who works for the American Refugee Committee in Minneapolis. Another who originated the Mapping Prejudice Project through his MGIS work. Jeff Matson does work with local community organizations through his GIS position with CURA.

Geospatial professionals are in huge demand as they can tackle a wide variety of challenges and problems in a diverse range of fields that also cross disciplines. They must master a range of technical and conceptual competencies as well as possess strong communication and team-work skills to be successful in their field. The field is also very dynamic as technology is evolving constantly so they need to be lifelong learners and innovators to tackle problems with the latest technology. The problems that tackle are not only relevant to local communities but also nationally and internationally in areas like public health, transportation, environmental justice, emergency management and much more.

Law School Programs (Law, Business Law, Patent Law)

The primary program at the University of Minnesota Law School is a Juris Doctor (J.D.) degree that prepares students for a career as a practicing attorney or in a range of other public and private sector leadership roles in which legal skills are valued. The Law School also offers one-year degree programs with smaller enrollments: a Master's of Law (LL.M.) for foreign-trained lawyers and a Master's of Science in Patent Law (M.S.P.L.) for STEM graduates who intend to become patent agents.

Program Outcomes: The Law School has consistently performed well in the influential "U.S. News & World Report" rankings, and is currently ranked 20th. Applicants for admission rely heavily on these rankings so it is crucial to maintain our strong national positioning. The two most important metrics for our students' success are passage rates for the bar examination and employment outcomes. We report both figures to the American Bar Association annually. In 2018, 91.47% of our graduates passed the Minnesota bar exam on their first attempt, compared to an overall passage rate of 80.66%.

Faculty success is judged by various measures. Unlike some graduate disciplines, research grants are unusual in law. Recent prestigious awards and fellowships secured by our faculty have included a Guggenheim Fellowship, a Fulbright Award, and election to the American Law Institute. Faculty regularly engage in high-level public service; recent examples include a United Nations special rapporteur, an advisor to the Office of Management and Budget at the White House, and a member of the board of directors of the McKnight Foundation. We are widely recognized as a faculty of experts in our fields of law, frequently cited in judicial opinions, media reports, and scholarly publications.

Program Impacts: All law schools are required to report statistics to the American Bar Association on their graduates' employment 10 months after graduation. Law schools may not rely solely on self-reported employment data, but instead they must verify employment with individual employers. For the Minnesota Law Class of 2017, 96% were employed after 10 months and occupied positions for which a law degree was either required or preferred (compared to a national average of 84%). Another 1.5% of graduates were pursuing an additional graduate degree after 10 months.

Top organizations or sectors where program graduates are employed: State and federal courts (including 73% of Minnesota Supreme Court clerks), Mid-Minnesota Legal Aid, Faegre Baker Daniels, Robins Kaplan, Thomson Reuters Corp. Each year, nearly two-thirds of Minnesota Law graduates remain in Minnesota. For the 2016 and 2017 classes, Minnesota Law graduates secured employment in the following locations, among others (in descending order by frequency): Minneapolis-St. Paul area, Greater Minnesota, St. Cloud, Mankato, Rochester, Duluth.

Earnings: All law schools are required to request from graduates their starting salaries and report this data to the American Bar Association. For the class of 2017, the median salary for Minnesota Law graduates employed in the private sector was \$112,000, and the median salary for those employed in the public sector was \$52,000.

Unique Contributions to State or Region: Even while still in school, our students provide over 25,000 hours of cost-free legal help to Minnesotans each year. Half of all Minnesota Law students participate in one of our 25 clinics where (with intensive supervision from licensed attorneys) they provide pro bono services – examples include advising start-ups and small businesses about corporate law and intellectual property; prosecuting and defending criminal misdemeanor cases in Hennepin, Ramsey, and Anoka Counties; and representing asylum seekers and human trafficking victims in immigration court. An unusually large proportion of Minnesota Law graduates secure judicial clerkships, the majority of them in Minnesota. In the class of 2017, over 30% of graduates went on to such positions, where they assist federal and state judges in all phases of their work. Graduates also work with many communities throughout Minnesota. For example, recent graduates are now employed at the Office of the Solicitor

General for the Mille Lacs Band of Ojibwe, the Beltrami County Attorney's Office, and Mid Minnesota Legal Aid in Wilmar. Examples of our many alumni in leadership roles, both in Minnesota and around the world, include senior business executives (like the CEO of Marriott International, Inc. and the chief legal officer for Delta Air Lines), government officials (like the new Speaker of the Minnesota House, the mayor of Kansas City, the solicitor general of Texas, and the new U.S. Attorney for the Eastern District of Wisconsin), and numerous judges and law firm partners.

Minnesota Law has long served as a magnet that brings talent to our state, establishing generations of leadership within the law and beyond. While approximately one-third of our entering class comes from Minnesota, about two-thirds of our graduates stay. These alumni have ascended to key roles in law firms, corporations and small enterprises, government, and the nonprofit sector. They are at the center of vital legal, business, political, and social decision making in Minnesota and throughout the nation and the world. Our graduates, faculty, and students contribute to solving today's grand challenges across many fields, and our region and nation look to this Law School to provide skillful guidance in a changing legal landscape and leadership in the marketplace of ideas. Similarly, the service of our faculty to the legal profession and public policy is broad and deep. Nearly every professor has lent expertise to the public's benefit in some capacity: advising in the drafting of legislation, serving as arbitrators, testifying before government bodies, writing amicus briefs in important cases, and serving on boards.

Master of Liberal Studies – Duluth (College of Liberal Arts, Duluth)

Currently "Master of Liberal Studies" but in process of proposal for a shift to a master of professional studies degree in Multidisciplinary Research and Creativity (should be in place by Fall 2019). This interdisciplinary, self-designed Master of Professional Studies program prioritizes applied research skills, creative and innovative problem-solving, socially conscious leadership, and the integration of theory with practice across disciplines. By engaging multiple disciplinary approaches to a selected problem, students develop their capacity to identify, delineate, and research key problems, building an empowered learning approach to their own professionalization.

Program Outcomes: Graduates of the existing MLS program have collaborated with local organizations, such as the Children's Museum, to facilitate organizational mission and development. They have successfully entered Ph.D programs within a field they gained research expertise in during their Plan B projects. And they have advanced within their careers into leadership positions within their units.

Program Impacts: All graduates have placed or advanced in their selected career paths. Nearly all graduates work in Minnesota.

Top organizations or sectors where program graduates work: academia, business, government

Master of Science in Management of Technology, Master of Science in Security Technologies and Master of Science in Medical Device Innovation (College Science and Engineering Programs)

The MOT is a management degree that combines business and technology with an emphasis in strategic technological leadership. The MSST degree program focuses on training aspiring experts to shape tomorrow's cyber, physical and virtual security systems. The MDI degree program takes students from idea to commercial success, gaining knowledge of global, industry, and regulatory trends needed for innovation and career growth.

Program Outcomes: We are less driven by program metrics than by what our alumni achieve in terms of leadership and innovation accomplishments.

Program Impacts: The majority of our students come to our programs already employed. According to a recent alumni survey 2-7 years after graduation, MOT 10-20% change jobs during the 21 months of the program, 30-40.2% increase in the number of respondents in Manager/Director roles, MSST 5% increase in managers and 9% increase in executive roles within 5 years.

Top organizations or sectors where program graduates are employed: 3M, Medtronic, Boston Scientific, Target, University of Minnesota. Our programs have a 90-95% job placement rate, with most of those in the Twin Cities.

Earnings: According to our most recent Alumni survey (2017) conducted every 5 years:

MOT within one year of graduation:

- 9.1% increase in number of respondents making \$100-124.9K
- 36.4% increase in number of respondents making \$125-174.9K

2-7 years after graduation:

- 16.1% increase in number of respondents making \$100-124.9K
- 26.5% increase in number of respondents making \$125-174.9K
- 8% increase in number of respondents making \$175K

MSST 1-7 years after graduation:

- 13% increase in those making \$110-140K range,
- 11% increase in those making \$140-170K

Doctor of Medicine Program – Twin Cities and Duluth

Our Medical School is one of the largest in the country, with two campuses based in the Twin Cities and Duluth, Minnesota. The Twin Cities campus is an interdisciplinary research center. Our Duluth campus educates 120 first and second-year medical students committed to practicing in rural or American Indian communities. Our mission is to provide innovative education and training, research that advances medicine and clinical care that improves the lives of our patients.

Program Impacts: Job placement rates have been over 95% every year for at least the past 5 years. This is defined by the rate of students who successfully match into residency.

Top organizations or sectors where program graduates are employed: University of Minnesota Medical School, Hennepin County Medical Center, Mayo Graduate School of Medicine. In 2018, 51.4% of those who successfully matched stayed in Minnesota. According to the AMA Master File, 4,895 UMN UME graduates (53.65% of the total included UMN UME graduates) currently practice in Minnesota. The counties with the highest numbers of currently practicing UMN UME graduate physicians are Hennepin County (1,782); Ramsey County (724); and Washington County (287).

UMN UME is consistently rated one of the top programs in the country for primary care. In 2018, 45.9% of matched graduates matched into a primary care residency. The USDA defines Rural-Urban Continuum Codes for each county (<https://www.ers.usda.gov/data-products/rural-urban-continuum-codes/>). Of the UMN UME graduates included in the AMA Master File, 638 currently practice in Minnesota counties classified as Nonmetro (codes 4-9) by the Rural-Urban Continuum Codes.

Medical Laboratory Sciences (located in the Center for Allied Health Programs)

Medical laboratory testing plays a crucial role in the detection, diagnosis, and treatment of diseases as well as monitoring and maintaining patient health. Approximately 75% of all medical diagnostic and treatment decisions are based on the testing performed by Lab Science professionals. MLS professionals work in a variety of settings such as hospital laboratories, research and development, environmental, and public health laboratories. Degrees awarded: BS in MLS and Professional Masters in MLS.

Program Outcomes: Program evaluation aligns with the external professional accreditation (NAACLS) requirements and includes: graduation rates; employment rates; and graduates' performance on the national certification exam. In addition, the program uses student opinion/satisfaction surveys at graduation and 1-year post-graduation related to program design and preparation for their professional

practice. Additional program quality feedback is obtained from clinical preceptors and employers on the preparation and readiness of graduates to enter the workforce. The program is considered by our professional association as one of the top professional schools.

2015 – 2017 MLS Program Outcomes (3 year rolling average):

91% on-time graduation

92% first time pass rates (100% for 2017 grads)

100% employment; school continuation

All faculty and instructors have the MT or MLS professional credential; 3 faculty have additional specialty certifications: Microbiology; Cytogenetics, and Cytotechnology. All faculty have completed Quality Matters.

Broader Impacts: Job placement rates for the past 3 years has been 100%. Most graduates receive 2-3 job offers during their clinical experience practica – prior to actual graduation. Graduates have either found employment within 6 months of program completion or continued their education in professional or graduate school programs.

Top organizations where program graduates work: MHealth/Fairview, Allina, Health Partners. Based on graduates' responses to annual surveys approximately 88% are employed within the Twin Cities metro area; 8% rural (e.g. Faribault, Mora) and 4% out of state (e.g. Wisconsin, California). These are 3-year average results.

Earnings: Based on surveys of recent graduates, the current average starting salary is \$29/hour.

Unique Contributions: Approximately 50% of MLS students are English second language and/or first-generation college students. As such the program provides opportunities for a career as a medical professional and steady employment for the population demographic. In addition and because of our student profile we have conducted annual blood and bone marrow donor drives specifically attempting to target these underrepresented populations for the donor pool.

In the local and regional community the University of Minnesota MLS program provides the vast majority of workforce personnel. We provide the only professional master's degree in MLS in the region. Our academic affiliations provide access to the MLS professional credential for students who attend and obtain their degrees from St Cloud State University, Minnesota State University at Mankato, and University of Wisconsin, River Falls. Additional academic affiliations are planned for UM coordinate campus schools (UMR, UMD, UMM)

Faculty of the MLS program are considered national/international leaders in online, hybrid, and active learning course delivery. They are invited speakers and contributors at state, regional, and national conferences. Faculty act as accreditation reviewers and site visitors on a national and International level. MLS faculty are currently leading (by professional organization invitation) the revisions/updates to the MLS Scope of Practice document (aka Body of Knowledge). The program is a leader in Writing Enriched Curriculum at the local and national level.

Master of Music – Duluth (School of Fine Arts)

The UMD Master of Music degree consists of tracks in Music Education, Performance, Applied Conducting, and Collaborative Piano. Students develop advanced knowledge and skills in music theory, history, pedagogy, and solo/ensemble performance, etc. Graduates may pursue careers as performing artists, educators, and/or entrepreneurs.

Program Outcomes: The UMD Department of Music is accredited through the National Association of Schools of Music (NASM). Outcomes are degree specific and are measured through various means, including written/oral examinations, performance juries/recitals, and course/research presentations.

Graduate faculty in music possess expertise in music education, vocal and instrumental performance, music theory, history, and pedagogy.

Program Impacts: For the past seven years, Music Education graduates have demonstrated 100% placement in the music teaching field. Career placement in the other degree programs is unknown.

Doctor of Nursing Practice

The postbaccalaureate DNP program is for registered nurses who have an entry level degree in nursing such as a BSN or professional master's entry-level nursing degree and are interested in significantly expanding their scope of responsibility and their impact. There are 11 specialties associated with this degree preparing nurses to practice as nurse practitioners, nurse anesthetists, nurse informaticist, etc.

Program Outcomes: We have a performance effectiveness plan that includes the following with benchmarks: Graduate rates APRN certification rates Employment rates Satisfaction with the program (1 year post graduation) Student assessment of achieving the essentials for DNP programs (1-year post graduation) Student learning and satisfaction with courses Student satisfaction with practicum experiences (site and preceptor) Preceptor evaluation of practicum experience with student and school/faculty support Student progress in the program The DNP program is also ranked by U.S. News and World report Other measures include percent of APRN faculty in practice, Number of faculty with fellowship status in prestigious professional organizations. Finally, the DNP program is accredited by the Collegiate Commission on Nursing Education. Meeting the criteria for accreditation and achieving a 10-year accreditation status is desired (and essential). Two specialty areas in the DNP program also require specialty accreditation (midwifery and nurse anesthesia).

Broader Impacts: 95% Job placement rate.

Top organizations or sectors where program graduates are employed: Hospitals, Ambulatory Care, Senior living, Health system/corporate, Variety of other organizations where health care is delivered. Estimate 75% work in Minnesota.

Earnings: After receiving DNP degree, salaries range on average from \$100,000-\$150,000.

Unique Contributions: We provide the majority of geriatric services in senior living communities. The school of nursing is the first in the country to offer a DNP degree with a specialty in integrative health and healing. These nurses in advanced practice are forging new roles in health systems and helping to transform health systems in providing holistic care to patients.

Advanced practice nurses, in particular nurse practitioners, nurse midwives and nurse anesthetists, are meeting health care needs throughout Minnesota. For example, all critical care access hospitals rely on nurse anesthetists for anesthesia care.

Occupational Therapy (Center for Allied Health Professions)

Occupational Therapists serve persons or populations who experience limited participation in everyday activities (occupations) due to body or environmental impairments, to facilitate meaningful performance in everyday life.

Program Outcomes: Minnesota has been continuously accredited by the Accreditation Council for Occupational Therapy Accreditation since 1946 and has graduated over 2000 occupational therapists since 1946 (~1400 BS, ~270 MS, ~480 MOT). The Program follows a structured program evaluation plan whereby key metrics are reviewed by faculty each year. These findings inform strategic initiatives, aid budget decisions, and guide future program directions. Metrics reported to accreditation each year include graduate rates, attrition rates, employment rates, employment settings, average student loan debt, scores on the National Board for Certification in Occupational Therapy (NBCOT) exam, and faculty credentials.

In addition the Program collects graduate satisfaction ratings (one year and five year), first year student salaries, annual alumni donations, faculty satisfaction, faculty research productivity, faculty and program honors and awards including the U.S. News and World Report program rankings. The Program boasts 98-100% NBCOT exam pass rate (national mean ranges 80%-88%) and 100% employment rate for those graduates who report.

Program Impacts: Occupational therapy graduates are in demand in the workplace with 98-100% of our graduates who respond to our survey working as occupational therapists within six months of graduation. We survey one year after graduation to learn employment and salary data. Occupational Therapy at the University of Minnesota is the only public educational program in Minnesota. The demand for occupational therapists is forecasted to grow at 24%, a rate much faster than average according to the U.S. Bureau of Labor Statistics (April 13, 2018).

Top organizations where program graduates work: acute care, sub-acute care, home care, outpatient. Historically, approximately 70% of our graduate survey respondents work in Minnesota with another 15% or so working in nearby states (Iowa, Wisconsin, South and North Dakota). The vast majority of OT licenses are held by people working in the seven-county metro region, Rochester, and Duluth. Because of the disparity accessing occupational therapists in rural regions, our program policy is to assign each student to one rural fieldwork rotation in an attempt to encourage more rural employment.

Earnings: Most recent salary data from the Class of 2016 (30/48) reported mode and median of \$60,000 - \$64,999 as their beginning full-time salary. This same student group reported average loan debt of \$60,000- \$80,000 at the time of their graduation.

Unique Contributions: All OT students participate in ongoing service learning experiences throughout the OT curriculum. Through these learning experiences the program has formed strong relationships with the disability community and many organizations serving at-risk individuals and populations within the Twin Cities and Rochester communities. This component of our curriculum has facilitated student involvement in many interprofessional education opportunities internal and external to the University.

The large amount of online learning in our curriculum has opened time within traditional work days when our students volunteer in organizations that align with their learning goals. In this way we strive for learning activities that mutually benefit the learner and the community. This model has enabled more students to access their education from where they live (commuting to face-to-face classes) which we hope will increase the employment of more OTs in rural Minnesota.

Master of Professional Studies in Addictions Counseling (College of Continuing and Professional Studies)

The MPS in Addictions Counseling (ADDC) is focused on training counselors new to the profession, as well as those with an allied license (MSW, LP, LPC, LMFT, LPCC), to treat clients with substance use disorders. Students experience coursework and an internship that addresses the biological, social, and psychological factors of addictions. This degree completes the educational requirements for a MN Licensed Alcohol Drug Counselor (MNLADC).

Program Outcomes: Since our target population is career changers and traditionally-aged students, success for our students is completion of the MNLADC and placement at a treatment center. A small number of our students elect to continue their studies in the Master of Professional Studies in Integrated Behavioral Health program (60 credits) that leads to additional licensure as a MNLPCP.

Program Impacts: Graduates from our program serve a critical need in providing support and counseling to those in the community who experience substance use disorders, helping to address the current addictions counselor shortage in Minnesota. Currently, there are 32 counselors for every 1,000 adults seeking substance use disorder counseling services in MN. The ideal ratio, however, is closer to 80-90

counselors to every 1,000 clients. This disparity in trained substance use disorder counselors provides ADDC graduates with a clear career trajectory.

Top organizations or sectors where program graduates are employed: Hazelden Betty Ford Foundation, Nuway, Pride Institute, River Ridge. The educational requirements for the program prepare students for licensure in the state of Minnesota (MNLADC, MNLPC, MNLPC). Hence nearly 100% of our graduates work in Minnesota, primarily in the Twin Cities, with some regional representation as well.

Unique contributions: Our alumni directly contribute to the health and wellbeing of many Minnesota communities through their focus on bringing evidence-based practice to client support for those seeking treatment of substance use concerns. Our programs provide access to coursework in the latest evidence-based practices in treating addictions, allowing our graduates to apply this knowledge when working with clients. The training received during their clinical internship experience is invaluable in swiftly entering the professional field after graduation. We have had great success in sharing student profiles through our program website. These in-depth interviews allow us to better showcase the unique and individual journeys of our students and inspire prospective students to map their own pathways <https://ccaps.umn.edu/addictions-counseling-masters-degree> (program website).

Master of Professional Studies in Integrated Behavioral Health (College of Continuing and Professional Studies)

The MPS in Integrated Behavioral Health (IBH) prepares counselors to treat clients with mental health, substance use, or co-occurring disorders. The IBH program provides a strong theoretical and practical foundation in integrative treatment modalities, clinical skills, professional and ethical responsibilities, and client advocacy. This degree completes the educational requirements for both the MN Licensed Alcohol Drug Counselor (MNLADC) and MN Licensed Professional Clinical Counselor (MNLPC).

Program Outcomes: Since our target population is both career changers and traditionally-aged students, success for our students is completion of the MNLADC and MNLPC and placement at a treatment center.

Program Impacts: Graduates from our program serve a critical need in providing support and counseling to those in the community who experience co-occurring mental health and substance use disorders, helping to address a number of health concerns, including the current opioid crisis. There is a growing need for trained counselors nationwide and in fact, the Bureau of Labor Statistics projects that over the coming decade, 28,200 new counselor positions will need to be filled to meet the demand nationwide. <https://ccaps.umn.edu/story/shared-solutions-addiction-summit> (opioid crisis).

Top organizations or sectors where program graduates are employed: Nuway, Fairview Health System, MN Dept of Human Services, Alcohol and Drug Abuse Division, North Memorial Hospital, Minnesota Alternatives. 88% of our graduates work in MN, primarily in the Twin Cities, with some regional representation as well.

Unique Contributions: Our alumni directly contribute to the health and wellbeing of many Minnesota communities through their focus on bringing evidence-based practice to their client-centered support for those seeking treatment of co-occurring mental health and substance use concerns.

Our program provides access to coursework in the latest evidence-based practices in treating co-occurring mental health and addictions concerns, allowing our graduates to apply this knowledge when working with clients. The training received during their two clinical internship experiences is invaluable in swiftly entering the professional field after graduation.

We have had great success in sharing student profiles through our program website. These in-depth interviews allow us to better showcase the unique and individual journeys of our students and inspire prospective students to map their own pathways. In doing so, we showcase the unique journey of

individual students that make the collective of a diverse student body.
<https://ccaps.umn.edu/integrated-behavioral-health-masters-degree> (program website)

Master of Professional Studies in Horticulture (College of Continuing and Professional Studies)

The Master of Professional Studies in Horticulture (HORT) is an applied degree for people passionate about growing and managing plants who are looking for a career change, professional advancement, or the background to start a small business. Students experience core Horticulture coursework and select from specialization coursework with guidance from an advisor.

Program Outcomes: Since our target population is career changers and advancers as well as some traditionally-aged students, success for our students takes many forms. This may include developing an urban farming supply business, serving in a pathology lab, or gaining employment at a museum or public garden. Students benefit from coursework and working directly with existing faculty expertise in the Department of Horticulture as well as related departments on campus.

Program Impacts: Graduates from our program enrich the natural and farmed landscape of the Twin Cities and greater Minnesota. Alumni bring the applied experiences they gained through coursework directly to their organic farms, home and public gardens, and garden and lawn care businesses, with an eye toward sustainable permaculture.

Top organizations or sectors where program graduates are employed: Minnesota Landscape Arboretum, Minnesota Governor's Residence, Eggplant Urban Farm Supply, Own urban/rural farms. 86% of graduates work in MN, primarily in the Twin Cities, with some regional representation as well.

Unique Contributions: Our alumni directly contribute to the urban and rural ecosystems through their work on farms and gardens. Our graduates have shown a commitment to sustainable plant cultivation and landscape practices known as permaculture, and provide jobs and opportunities for others in their small businesses.

Our programs provide access to applied Horticulture coursework as well as related subfields from colleges throughout the University. The flexible nature of our program provides opportunities for students to pivot their focus based on real-world professional needs of their small businesses or their personal passion for plants.

Master of Professional Studies in Arts and Cultural Leadership (College of Continuing and Professional Studies)

The Arts and Cultural Leadership (ACL) is designed for emerging to mid-career professionals looking to make a greater impact on their community or organization through leadership and disciplinary coursework and board placement experiences. Students experience core leadership coursework and select a specialization with guidance from an advisor.

Program Outcomes: Since our target population is working professionals as well as traditionally-aged students, success for our students takes many forms. One such measurement is the high value placements our alumni achieve, and career advancement for our students who are currently working professionals. Specializations include Culture, Place, and Community Leadership; Museum Leadership; Organizational Leadership; and Self-designed based on professional interests.

Program Impacts: Graduates from our program enrich the arts and cultural ecosystems of the Twin Cities and greater Minnesota as future leaders across the arts, nonprofit, museum, and cultural sectors. Alumni job placements range from large foundations to K-12 arts educators, from artist-makers to rural arts organization and museum leaders.

Top organizations or sectors where program graduates are employed: The Loft Literary Center, Walker Art Center, Cargill Foundation, American Swedish Institute, Jerome Foundation. 85% of our graduate's

work in MN, primarily in the Twin Cities, with some regional representation as well. Our alumni directly contribute to the deep investments Minnesotans have made toward the arts and cultural sectors of the state. Our alumni generally remain in the state, providing leadership at both leading performing arts, philanthropy, and cultural organizations, as well as lead their own initiatives in arts and cultural development throughout the state. Students and alumni have received major artist fellowships, leading board positions, and other awards, extending their impact in the community.

Unique Contributions: Our programs provide access to leadership and disciplinary coursework throughout the University. The flexible nature of our program provides opportunities for students to pivot their focus based on real-world professional needs of their organizations and personal interests for their career growth.

Master of Public Policy (Humphrey School of Public Affairs)

The Humphrey School's MPP degree program is one of the best in the country, attracting students who are committed to public service at the local, state, national, and international levels. Preparing future leaders to advance the common good in a diverse world is at the core of this program, which equips students to design, manage, and advocate for better policy solutions. The MPP degree brings together expertise from the social science disciplines to shape policies and programs around the globe.

Program Outcomes: The Humphrey School of Public Affairs is ranked #9 among schools of public affairs by U.S. News and World Report. It is ranked #2 nationally for its specialization in nonprofit management and 10th nationally for its specialization in international/global programs. The program is one of two programs in Minnesota accredited by the Network of Schools of Public Policy, Affairs, and Administration. The Humphrey School has four faculty members among its ranks who are members of the National Academy of Public Administration.

Program Impacts: For 2017 graduates of the Master of Public Policy program, the job placement rate within one-year was 99%.

Top organizations or sectors where program graduates are employed: State of Minnesota, Hennepin County, City of Minneapolis, Metropolitan Council, Ramsey County.

Earnings: Based on a survey of 2013-14 Master of Public Policy program graduates, 26% had salaries between \$50-59k, 11% had salaries \$60-69k, and 22% had salaries \$70k or greater.

Unique Contributions: Master of Public Policy program graduates are employed across the public, private, and nonprofit sectors, and are especially represented in Minnesota's robust nonprofit sector. Some students in the Master of Public Policy program, as well as others from across the University and external organizations, complete newly established graduate-level certificates. The Human Services Leadership Certificate provides students with knowledge and skills necessary to redesign public services and programs, address racial disparities and other barriers, and develop creative policy solutions to complex and growing community needs. The Certificate serves traditional graduate students, as well as working professionals through partnerships with Minnesota Department of Human Services, Hennepin County, Dakota County, and more. The Certificate in Election Administration is a fully online program for current students and working professional engaged in election administration. The program prepares students for advancement in the profession of election administration.

Master of Public Affairs (Humphrey School of Public Affairs)

The Master of Public Affairs (MPA) degree program is geared toward mid-career professionals who want to advance their skills in public and nonprofit leadership, management, and policy analysis at the local, state, national, or global level. Designed to stimulate personal and professional growth through

concentrated work with dedicated peers, the MPA allows students to design a program that works best for them and their goals.

Program Outcomes: The Humphrey School of Public Affairs is ranked #9 among schools of public affairs by U.S. News and World Report. It is ranked #2 nationally for its specialization in nonprofit management and 10th nationally for its specialization in international/global programs. The program is one of two programs in Minnesota accredited by the Network of Schools of Public Policy, Affairs, and Administration. The Humphrey School has four faculty members among its ranks who are members of the National Academy of Public Administration. The framework of the MPA degree program is flexible and efficient. Classes are offered during the day, evening, some weekends, and during the summer. The program is adaptable to family, work, and other responsibilities. The majority of our MPA students take one or two classes at a time while working full-time, with most completing their degree in less than three years.

Program Impacts: For 2017 graduates of the Master of Public Affairs program, the job placement rate within one year was 96%.

Top organizations or sectors where program graduates are employed: State of Minnesota, Hennepin County, City of Minneapolis, Metropolitan Council, Ramsey County.

Earnings: Based on a survey of 2013-14 Master of Public Affairs program graduates, 11% had salaries between \$50-59k, 33% had salaries \$60-69k, and 50% had salaries \$70k or greater. Master of Public Affairs program graduates are employed across the public, private, and nonprofit sectors.

School of Public Health Professional Programs. (MPH, MHA, MS as follows: Master of Public Health (MPH) programs (7): Community Health Promotion; Environmental Health; Epidemiology; Maternal & Child Health; Public Health Administration & Policy; Public Health Nutrition; Public Health Practice; Master of Healthcare)

School of Public Health Professional Programs are committed to training next generation leaders in the public health and health care work forces. These SPH professional programs are also linked as dual degrees with University of Minnesota colleges of management, dentistry, law, medicine, nursing, pharmacy, public policy, social work, urban & regional planning and veterinary medicine. A complete description of all programs is available here: <http://www.sph.umn.edu/academics/degrees-programs/>

Program Outcomes: MPH programs are accredited by the Council for Education in Public Health (CEPH) every 7 years with a full range of outcome and performance measures articulated on the CEPH website (CEPH.org). In addition, the Public Health Nutrition MPH program is also accredited by the American Dietetic Association (ADA) (diet.com); the MS in Industrial Hygiene is accredited by the Accreditation Board for Engineering & Technology (ABET) (abet.org); and the MHA program is accredited by the Commission of Accreditation of Healthcare Management Education (CAHME) (cahme.org). Finally, the SPH is ranked 8th among 66 public and private accredited schools; and 4th among public university schools of public health.

Program Impacts: The CEPH accreditation standard requires that no less than 80% of graduates have employment in the field within 12 months of graduation. Most recent data show that more than 90% attain placement.

Top organizations or sectors where program graduates are employed: Non-profit/NGO, Government agencies, For-profit organizations. Most recent data (2017) shows that 62% of graduates are employed in Minnesota.

Earnings: Surveys of graduates in the past three years showed the following salary ranges: MPH: \$45,000-\$112,000. MHA: \$95,000-\$200,000. MS: \$65,000-\$200,000.

Unique Contributions: The public health and health management workforce are ubiquitous across NGOs, government and for-profit organizations. They are committed to the improvement of population health in rural and urban community settings among the majority population, people of color and American Indians. They are committed to impacting the health challenges of our time in all of their diverse manifestations.

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Master of Social Work – Twin Cities (College of Education and Human Development)

The central mission of the Master of Social Work Program is the preparation of students for advanced social work practice as Licensed Social Workers (LSW). Our program places particular importance on preparing social work professionals—case managers, policy analysts, clinicians, and community organizers—to have a practical understanding of how power and privilege, and their opposites, shape the roles that all of us play in society.

Program Outcomes: Accredited by the Council on Social Work Education (CSWE), Licensure placement rates of our grads for the Minnesota Licensed Social Worker (LSW), First graduate social work program among the land-grant universities in the US, School of Social Work has one of the largest percentages of Students of Color (33%) within departments.

Program Impacts: 81.5% of MSW graduates with reported wages (from Graduate Employment Outcomes, MN DEED).

Top organizations where program graduates are employed: 46.6% - Private non-profit, 39.2% - Public sector, 14.2% - Private for-profit. 85% of our recent graduates (2012-2016).

Earnings: \$48k-\$54k annual salary for those with graduate degrees in the public social services professions, 2-4 years out from graduation (from Graduate Employment Outcomes, MN DEED).

Unique Contributions: MSW alumni are (1) leaders in agencies that serve diverse and underserved communities throughout Minnesota; (2) active in serving the Somali and Hmong communities in Minnesota; and (3) active at the national level -- for example, an MSW alum who works for the U.S. Census Bureau was part of the Task Force that created the 2011 Supplemental Poverty Measure, which is now used along with the Official Poverty Measure. The Supplemental Poverty Measure pinpoints specific geographic areas of need and measures federal program impacts on household resources.

MSW and PhD alumni were active in the Governor's Task Force on Child Welfare and have been instrumental in implementing recommendations from the Task Force in counties throughout Minnesota.

Partnership with Medica and Office for Business and Community Economic Development: for the last ten years, the School of Social Work has placed student interns in health and mental health agencies that are specifically dedicated to serving diverse and under-served communities. Many of these students have been hired by these agencies upon graduation from the MSW program.

Two MSW alumni established Somali Family Services in the Twin Cities. A number of MSW alumni work in child protection units that specifically serve the Native American communities.

A number of MSW alumni hold leadership positions in public social service agencies, including Hennepin and Ramsey counties. MSW alumni from our distance education program, which was discontinued in 2012, hold leadership positions in public social services throughout counties in northwestern Minnesota and eastern North Dakota. Many of these graduates also hold faculty positions in Bachelor of Social

Work programs at Minnesota State University - Moorhead (Program Director), University of North Dakota - Grand Forks, and North Dakota State University.

The M.S.W. program also responds to workforce and community needs by recognizing the growing demand for social workers in health care, along with the challenges of an aging population. The mercurial nature of community needs is directly influenced by statewide and policy changes, many that have been related to health care provision. Leading the effort to address recent healthcare related policies, the MSW program acquired a federal grant to train 90 students in integrated behavioral health. Now at the conclusion of the grant, the school has since maintained funding for this area of training and have trained an additional 20 students in behavioral health.

Master of Social Work – Duluth (College of Education and Human Service Professions)

The UMD MSW is an Advanced Generalist program that prepares students for a wide range of social work roles from therapist and case manager to community organizer and administrator. We are one of the few MSW programs in the nation that include a special focus on American Indian social services. Specialized courses and field placements are available in clinical and child welfare practice for students choosing to focus their coursework in these areas. Culturally responsive practice is emphasized.

Program Outcomes: The MSW program is accredited by the Council on Social Work Education, which outlines nine Practice Competencies that must be measured in core courses as well as the internship practicums. A few examples of Competencies include ability to conduct assessments, research, advocacy and social policy, and cultural competence. Faculty collaborate in designing measures that are integrated into major assignments and evaluated annually for appropriateness in measuring the designated competency. Thus, we have at least 18 measures reported annually. The cumulative average across multiple sections is documented for each measure.

Our accreditation status also requires that a majority of faculty are Ph.D. level and have an MSW, and any faculty teaching an applied practice course must have at least 2 years of post MSW experience in professional practice.

Program Impacts: The 2016-17 UMD Graduate Follow Up Report noted Social Work students as: 31 Awarded degrees with 28 respondents. Of those, 27 were employed (96%) and one was continuing further graduate education. Of these, 25 respondents were employed in Minnesota (93%). We are aware that many of our MSW graduates are employed as several scholarships' recipients are also required to update their employment post-graduation.

Top organizations or sectors where program graduates are employed: County Employee: child welfare; Non-profit mental health agency; Health related agency: hospital, treatment facility; K-12 School social work. 93% of survey respondents reported working in Minnesota; anecdotally, the majority of these are located in non-urban settings.

Earnings: Salary range on the 2016-17 survey was reported by 23 respondents; the range was 25-75,000 with a median of \$53,873 and a mean of \$52,011.

Unique Contributions: With our focus on American Indian Communities, we also tend to draw a larger percentage of American Indian students who then seek employment within tribal settings or organizations. Our Clinical Scholars program requires that students seek employment with an underrepresented population in a health professional shortage area. Recent students report working in providing mental health services in communities in greater Minnesota as well as Wisconsin. Some places where we know students are currently employed include Bemidji, Brainerd, Hibbing, St. Cloud and Mankato, as well as in the Duluth/Superior area.

There exists a shortage of health professionals in much of greater Minnesota; as a smaller program, we are able to focus attention to rural concerns and have many students who were raised in lower

population density areas. Many desire to return to work in their home or similar communities, and we attempt to foster that through course discussion and highlighting these needs. With our focus on Advanced Generalist Practice, students are equipped to enter the job market across a broad range of practice settings from what is designated as 'micro' (case management, primary service to children and families) to community and 'macro' (agency administration, policy/advocacy) practice. The generalist focus also allows them to 'shift' their practice focus over time; thus, it is not unusual for students to enter a practice area such as child welfare and later decide to pursue employment in mental health practice, or school settings. We are training graduate social workers who are skilled in assessment and interventions that can be applied across diverse groups in a variety of settings, which increases their capability to meet the needs of multiple communities across Minnesota.

Master of Tribal Administration and Governance (MTAG), Master of Tribal Resource and Environmental Stewardship (MTRES) – Duluth (College of Liberal Arts)

MTAG is an applied degree that instructs graduate students on the law, accounting, budgeting, ethical and management issues involved in running the modern Indian reservation. MTRES is an applied degree that instructs graduate students on the law, environmental policy matters and the management skills required to run a tribal natural resources program.

Program Outcomes: The MTAG program trains tribal leaders and this spring will have graduated over 100 students. 15 of our students have been elected to tribal councils - including two tribal chairs three Secretary-Treasurers. In addition, many of our grads have gone on to Executive Director positions with tribes (including Shakopee, Leech Lake, Bois Forte and others from New York to California). This is the first year of the MTRES program and we will measure success by the improvement of the skills they bring to the tribes of the region and the nation.

Program Impacts: Most of our graduates are already working for Indian tribes. We don't have the funding to keep track of all of our grads, but they stay in touch with us and Indian country is quite small - we know where most of our grads are working - virtually all are working on reservations or in Indian affairs.

Top organizations or sectors where program graduates are employed: Mille Lacs Band of Ojibwe, Lac du Flambeau Reservation, Lac Courte Oreilles Reservation, Leech Lake Reservation, Red Lake Reservation. Most of our grads are in rural Minnesota and Wisconsin on Indian reservations. We know our grads have taken leadership on reservations in the Midwest and throughout the U.S.

Master of Urban and Regional Planning (Humphrey School of Public Affairs)

Influencing how neighborhoods, cities, and regions develop is the work of urban and regional planners. The degree program brings together expertise from multiple disciplines to build cities, tackle urban sprawl, upgrade housing, protect the environment, and promote community and economic development. This degree program provides students with technical and analytical skills needed to think strategically about developing and implementing plans at all levels.

Program Outcomes: The Humphrey School of Public Affairs is ranked #9 among schools of public affairs by U.S. News and World Report. The urban and regional planning program is the only program in Minnesota accredited by the national Planning Accreditation Board. The program's faculty is ranked 15th in terms of citations among its planning faculty relative to other planning programs and departments in the U.S. The program has consistently had the highest past rate among its graduates on the American Institute of Certified Planners certification exam.

Program Impacts: For 2017 graduates of the Master of Urban and Regional Planning program, the job placement rate within one year was 100%.

Top organizations or sectors where program graduates are employed: State of Minnesota, Hennepin County, City of Minneapolis, Metropolitan Council, Ramsey County. 57% of all Humphrey School graduates (not solely MURP students) work in Minnesota.

Earnings: Based on a survey of 2013-14 Master of Urban and Regional Planning program graduates, 35% had salaries between \$50-59k, 31% had salaries \$60-69k, and 16% had salaries \$70k or greater.

Unique Contributions: Master of Urban and Regional Planning program graduates are the primary source of urban planning practitioners working in the public, private, and nonprofit sectors in the state. With its focus on equity and public engagement, the Master of Urban and Regional Planning program graduates were among the practitioners leading the nationally lauded City of Minneapolis – Minneapolis 2040 comprehensive plan, as well as the nationally award-winning PlanIt – Planning Assistance for Thriving Communities program of the Twin Cities Metropolitan Council.

Doctor of Veterinary Medicine

The veterinary medical program encompasses a four-year degree program along with masters, PhD and postdoc programs. The four-year DVM degree program enrolls approximately 105 students per year with more students joining the clinical year from other veterinary schools. Each year, approximately a dozen students graduate with a combined MPH/DVM degree and 1-3 students graduate with a combined DVM/PhD degree.

Program Outcomes: We measure success through national rankings, graduate and employer surveys.

Program Impacts: low response rates of the responders 2014 35/35 employed in the veterinary field or in higher education in vet med (internships, residencies) 2015 48/48 2016 43/58 2017 63/63.

Top organizations or sectors where program graduates are employed: private practice, corporate practice, other. Our graduates reach all corners of the state. One particular emphasis is on the food animal fast track program, helping to provide rural veterinarians. We are also developing a partnership with SDSU to further increase care to rural MN and Dakota

Unique Contributions: The College of Veterinary Medicine is in the process of developing a 2+2 program with South Dakota State University (SDSU), in which South Dakota students would start their DVM degree at SDSU and finish at the UMN. The program would be targeted for rural mixed animal practitioners, similar to the rural physician program at the coordinate campus of the medical school in Duluth. This would allow us to increase enrollment in a targeted fashion, improve enrollment consistency over our current model, and improve veterinary support for agricultural programs regionally. The College also is expanding our current outreach efforts to reach underserved communities. We are formalizing student-run programs that provide veterinary care to American Indian populations on reservation land and to parts of Minneapolis. We are developing plans to have a satellite clinic in the Frogtown neighborhood of St. Paul that would provide low cost care and expand student training in primary care medicine and potentially in animal dentistry. These efforts reach communities that do not currently have adequate access to veterinary care and would provide our students with access to the type of cases more commonly seen in practice as compared to our tertiary hospital referral population. The community outreach clinics would also be a future opportunity for interprofessional collaboration. We partner with Leech Lake to provide low cost care on MN reservations.

Post-Baccalaureate Professional Education Impacts and Outcomes

Board of Regents | February 7, 2019

Carissa Slotterback, Associate Dean, Humphrey School of Public Affairs

John Koepke, Professor, Landscape Architecture, College of Design

Holly Ainslie, Vice President, Capital Market Solutions, Ameriprise Financial

Sheryl Ramstad, Chief External Relations Officer, Hennepin Healthcare

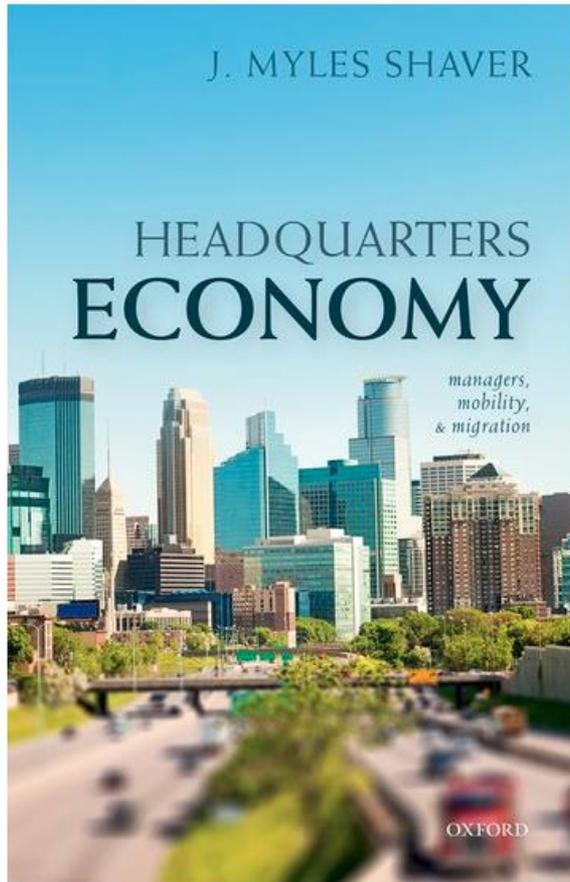


UNIVERSITY
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Postbaccalaureate Programs:

<i>Graduate</i>	<i>Professional</i>
Where a major portion of the degree program involves research or creative activity.	Where graduates seek applied professional or practice-based employment, often with a licensure requirement to practice.
<p><u>Doctorate degrees:</u> Ph.D., S.J.D., D.M.A.</p> <p><u>Master's degrees:</u> M.S., M.A., M.M., M.F.A. degrees</p>	<p><u>Doctorate degrees:</u> D.D.S., D.P.T, D.N.P., D.V.M., Pharm.D., Ed.D., M.D. J.D., D.B.A.</p> <p><u>Master's degrees:</u> Over 40 Including M.Acc., M.Arch., M.B.A., M.Ed., M.Eng., M.H.A., M.P.H., M.P.S., and M.S.W.</p>
Quality oversight is largely left to the University, graduate programs, and the respective disciplines	Quality oversight is often shaped by industry standards, accreditors, or other external entities





Headquarters Economy

Managers, Mobility, & Migration

<https://www.youtube.com/watch?v=cQj34Aip24A>



Professional Education at the University of Minnesota

contributes to

1. A talented workforce and the development
of human capital
and
2. A quality of life that keeps talent in Minnesota.



Professional Education Council

Work Plan



Professional Education Impact Themes

1. We educate a large portion of the professional workforce in the region.
2. Our professional programs emphasize excellence, rigor, and innovation.
3. We are responsive to workforce demands and occupational needs.
4. We retain and attract talent to the state and region.
5. We prevent illness, improve health, and save lives.
6. We tackle challenges of relevance to the local and global community.



Impact Theme 1:

We educate a large portion of the professional workforce in the region.

- More than 50 degree programs enrolling 30 or more students in 2018.
- More than 250 degree programs and certificates in total enrolling more than 9,800 students in Fall 2018.
- We are the only provider of training in the state or region for several professional degrees (e.g. Dentistry, Vet Med, MD, etc.)



Top 15 Post-Baccalaureate Professional Education Programs Degrees Conferred 2017-18

Program	Degrees Conferred
Business Administration (M B A)	455
Teaching (M Ed)	263
Medicine (M D)	216
Law (J D)	194
Pharmacy (Pharm D)	173
Social Work (M S W)	137
Dentistry (D D S)	114
Doctor of Nursing Practice (D N P)	109
Veterinary Medicine (D V M)	102
Business Analytics (M S)	99
Health Care Administration (M H A)	87
Human Resources & Industrial Relations (M A)	83
Public Policy (M P P)	78
Master of Nursing (M N)	63
Accountancy (M Acc)	49

2,222 Degrees Conferred



Percent of 2013-14 UMN Post-Baccalaureate Graduates with Reported wages in Minnesota

78%	Public Administration and Social Service Professions
76%	Business, Management, and Marketing
75%	Education
72%	Communication, Journalism, and Related Programs
72%	Architecture and Related Services
66%	Physical Sciences
62%	Psychology
61%	Health Professions
61%	Parks, Recreation, Leisure, and Fitness Studies
60%	All Post-Baccalaureate Graduates
53%	Biological and Biomedical Sciences
53%	Mathematics and Statistics
52%	Engineering

Source: MN Department of Employment and Economic Development



Impact Theme 2:
Our professional programs emphasize
excellence, rigor, and innovation.



Impact Theme 3:

We are responsive to workforce demands and occupational needs.

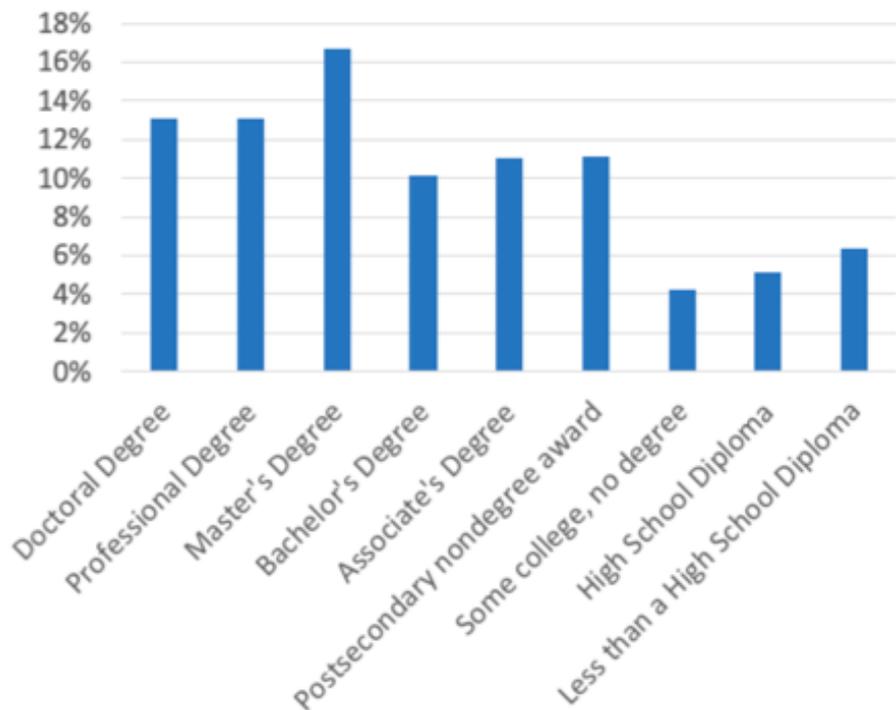
Impact Theme 4:

We retain and attract talent to the state and region.



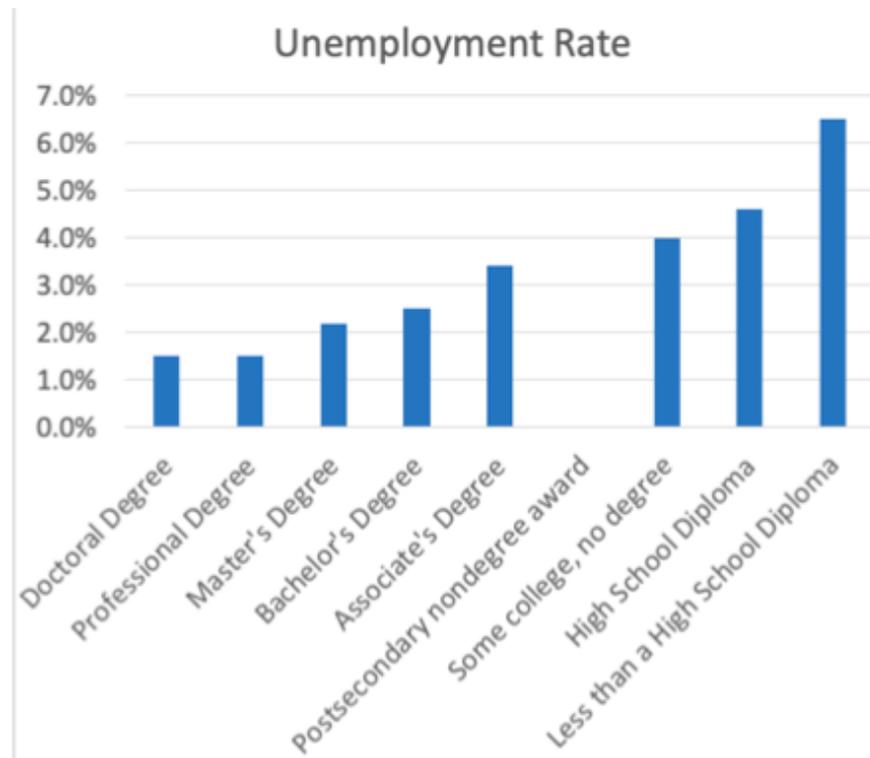


2016-2026 job growth



<https://www.bls.gov/emp/tables/education-summary.htm>





<https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>



Top 15 Regional Occupations in Demand Requiring Professional Master's Degrees

Standard Occupational Classification	Median Annual Wage	MN Projected Growth Rate	MN Projected Openings
Child, Family, and School Social Workers	\$53,802	9.6%	9,697
Nurse Practitioners	\$112,780	27.8%	2,938
Physician Assistants	\$112,296	30.9%	1,814
Healthcare Social Workers	\$58,867	12.4%	3,908
Mental Health and Substance Abuse Social Workers	\$49,391	15.4%	3,756
Education Administrators, Elementary and Secondary	\$104,467	4.6%	2,685
Marriage and Family Therapists	\$48,153	19.9%	1,481
Nurse Anesthetists	\$181,344	16%	1,187
Occupational Therapists	\$73,891	11%	1,549
Education Administrators, Postsecondary	\$88,490	4.5%	2,250
Statisticians	\$92,298	39.1%	1,175
Speech-Language Pathologists	\$72,119	10.9%	1,670
Nurse Midwives	\$105,096	15.1%	172
Soil and Plant Scientists	\$63,066	14.3%	836
Orthotists and Prosthetists	\$73,287	19%	265

Source: MN DEED Occupations in Demand



Top 15 Regional Occupations in Demand Requiring Professional Doctoral Degrees

Standard Occupational Classification ¹³⁹	Median Annual Wage	MN Projected Growth Rate	MN Projected Openings
Physical Therapists	\$82,833	17.8%	2,612
Pharmacists	\$136,094	5.6%	3,084
Family & General Practitioners	\$200,858	14.7%	1,285
Clinical, Counseling, and School Psychologists	\$79,661	11.9%	3,313
Internists, General	\$194,272	12.8%	558
Medical Scientists, Except Epidemiologists	\$69,349	12.8%	2,349
Dentists, General	\$182,139	8.4%	705
Psychiatrists	N/A	15.8%	212
Pediatricians, General	\$198,804	13%	372
Surgeons	N/A	15.2%	564
Veterinarians	\$87,253	20.7%	1,021
Lawyers	\$104,251	9.2%	6,646
Chiropractors	\$70,538	11.2%	419
Obstetricians and Gynecologists	N/A	14.7%	271
Audiologists	\$117,341	24.9%	353

Source: MN DEED Occupations in Demand



Responsiveness to Workforce Needs

- College of Education and Human Development prepares the largest number of K-12 teachers in MN (approx. 200 teachers across 20 licensure areas/year).
- Master of Addiction Counseling program is addressing the counselor shortage in MN (current ratio is 32 counselors to 1,000 patients, ideal ratio is 90 to 1,000).
- The Medical School is consistently ranked top in primary care and strives to address national shortage of primary physicians (In 2018, 45.9% of matched graduates matched into primary care. 51.4% of those who successfully matched, stayed in MN).



All programs reported job placement rates over 85%

- **98-100%** of Occupational Therapists from our program are working in the field within six months of graduation.
- **96%** of Law Students in 2017 class were employed 10 months or less in positions where law degree is required (National average 84%).
- **95%** Job placement rate – Doctor of Nursing Practice.
- **95%** MD graduates job placement rate.
- Medical Lab Sciences program **100%** job placement over last three years.
- Master of Environmental Health and Safety report **95%** of graduates find employment in field within six months of completion.
- **87.5%** of Master of Architecture graduates were employed within six months. Master of Landscape Architecture reports **90%** placement.
- School of Public Health reports approximately **90%** employment in field within 12 months.
- **99-100%** job placement rate for Humphrey School 2017 Master of Urban and Regional Planning and Master of Public Policy graduates.



Most programs reported 70% or higher job placement in Minnesota or the region

- Masters of Professional Studies-Addiction Counseling: **100%** MN Placement
- Master of Social Work-Duluth: **93%** of respondents to post-graduate survey reported working in MN.
- Master of Prof Studies in Arts and Cultural Leadership: **86%** graduates work in MN.
- Master of Arts in Counseling & Student Personnel Psychology reports **75%** of 2018 graduates work in MN.
- Labovitz MBA program (UMD) reports **75%** of graduates are employed in MN with majority in Duluth and Rochester.
- **86.8%** of UM teacher licensure students of the 2017 graduation class reported working in MN.
- **74%** of Master of Landscape Architecture graduates from the past seven years work in MN.



Impact Theme 5:
We prevent illness, improve health,
and save lives.



- The University of Minnesota Medical School has a network of more than 12,000 accomplished MD/MD PhD living alumni, with nearly 7,000 living in Minnesota who are not retired.
- Carlson MBA students took 1st place in national case competition for proposed interventions in the opioid crisis.
<https://carlsonschoool.umn.edu/news/carlson-team%E2%80%99s-opioid-crisis-solution-nets-1st-place-at-bahm>



Impact Theme 6:

We tackle challenges of relevance to the local and global community.



Programs report alumni who serve on government and nonprofit boards and lend expertise to the public's benefit.

- Kristin Raab (B.A. '92, M.P.H. '00, M.L.A. '09) director of the Minnesota Department of Health's Climate and Health Program which shapes the state's public health policies on climate change. <http://www.health.state.mn.us/divs/climatechange/index.html>
- CEHD's Multiple Pathways to Teaching initiative creates new pathways for students to earn teacher licensure, widens pipeline for non-traditional students, all while addressing teacher shortage in the state.
- A collaborative project between MGIS students and faculty, University of Minnesota Libraries, and Augsburg College uses GIS and mapping technology to examine racially restrictive covenants in housing deeds in the city of Minneapolis.



Professional Education Impact Themes

1. We educate a large portion of the professional workforce in the region.
2. Our professional programs emphasize excellence, rigor, and innovation.
3. We are responsive to workforce demands and occupational needs.
4. We retain and attract talent to the state and region.
5. We prevent illness, improve health, and save lives.
6. We tackle challenges of relevance to the local and global community.



Holly Ainslie

Vice President, Capital Market Solutions
Ameriprise Financial

Master of Financial Mathematics
College of Science and Engineering



Sheryl Ramstad

Chief External Relations Officer
Hennepin Healthcare

Doctor of Nursing Practice
School of Nursing





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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 7, 2019

AGENDA ITEM: Holistic View of Student Financial Burden

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

PRESENTERS: Robert B. McMaster, Acting Executive Vice Provost and Provost
Tina Falkner, Director, Office of Student Finance

PURPOSE & KEY POINTS

The purpose of this item is to discuss the range of related factors affecting access to, and affordability of, a University education. The item will include:

- An overview of the University’s financial aid principles;
- A comparison of loan debt across institutions;
- Loan debt at graduation;
- College savings; and
- Financial literacy and debt awareness.

Policy questions for discussion include:

- How does the University ensure alignment of federal, state, and University financial aid strategies?
- How does the University ensure that it remains affordable for students and families?
- How can the University promote financial literacy and awareness of loan debt?
- How can the University support Minnesota families in planning and saving for college?
- How does the University align central and collegiate support?

BACKGROUND INFORMATION

The University of Minnesota’s Strategic Enrollment Management Plan combines tuition, financial aid, and admissions strategies to support student success and undergraduate education goals. The University maintains a variety of financial aid programs, which can be categorized into need-based and merit-based financial aid.

University of Minnesota Twin Cities Campus Financial Aid Principles

The University of Minnesota's Strategic Enrollment Management Plan combines tuition, financial aid, and admissions strategies to support student success and undergraduate education goals. The University of Minnesota Twin Cities Campus financial aid principles guide financial aid strategy. The University's undergraduate degree programs must remain affordable and accessible. The University demonstrates its commitment to affordability by minimizing student debt at graduation and to accessibility by enrolling a broadly defined diverse student body.

The University's Twin Cities Campus financial aid strategies include need-based and merit-based financial aid, which ensures access for Minnesota students, attracts students of high academic performance, and supports affordability. A significant allocation of financial aid resources is directed toward need-based financial aid, and strong support for merit-based scholarships is to attract students of high academic performance. The allocation of financial aid resources is approximately 2/3 toward need-based aid and 1/3 towards merit-based aid. The University remains committed to increasing institutional aid for all categories. Financial aid policy and practice goals include:

- As a public institution, the University supports access for all qualified students, and its review of applicants for undergraduate admissions is need-blind. A student's ability to pay is not a factor in determining admissibility.
- Multi-year financial aid packages (four years for freshmen, two years for transfer students) will be offered whenever possible to support retention and timely graduation.
- Financial aid will be targeted to degree-seeking students, and continuation of aid for a student will depend upon the student making satisfactory and timely academic progress toward a degree.
- Financial aid packages will be tailored to each student's circumstances and may include a variety of forms of need-based and/or merit-based aid from numerous funding sources including University funds, federal and state aid programs, external scholarships, and donor-directed funds.
- The University of Minnesota financial aid package for an individual student may not exceed the federal cost of attendance for any given year.
- The University will strive to grow institutional gift aid to \$275 million (established in the BOR Progress Card).

Policy questions

In addition to adhering to the financial aid goals, the University considers a number of related policy questions that support the University's implementation of the goals:

- How does the University ensure alignment with federal, state, and U of M financial aid strategies?
- How does the University remain affordable for students and families?

February 2019

- How does the University promote financial literacy and awareness of loan debt?
- How can the University support Minnesota families in their planning and saving for college?

How does the State of Minnesota compare with other states on student loan debt?

The State of Minnesota has the ninth-highest student loan debt in the country.¹ The average debt of bachelor’s degree recipients in the State of Minnesota was \$31,734 in 2017 (calculation only includes new freshman entrants). In contrast, the average student debt of bachelor’s degree recipients at the University of Minnesota Twin Cities campus was \$26,568 in 2017, which was \$5,166 less than the state average. The average debt for all University of Minnesota campuses is also well below the state average.

States with Highest Student Loan Debt for Bachelor’s Degree Recipients

Rank	State	Average Debt
1	Connecticut	\$38,510
2	Pennsylvania	\$36,854
3	Rhode Island	\$36,250
4	New Hampshire	\$34,415
5	Delaware	\$34,144
6	New Jersey	\$32,247
7	Massachusetts	\$32,065
8	Alabama	\$31,899
9	Minnesota	\$31,734
10	Maine	\$31,364

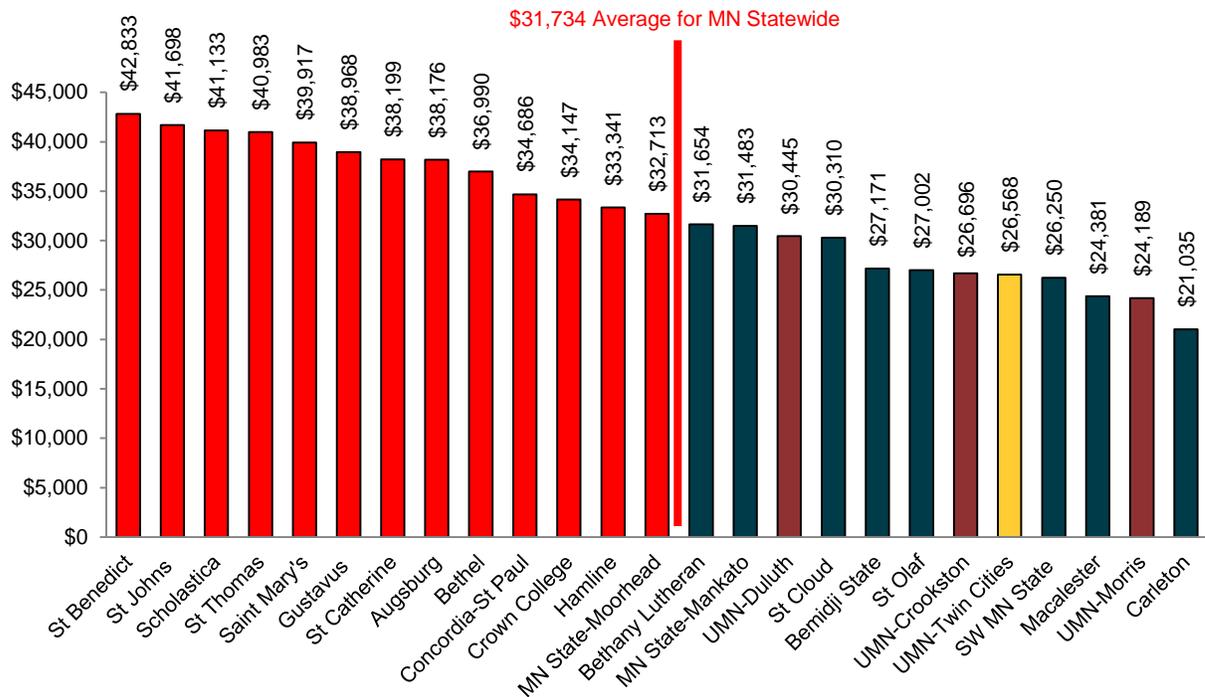
Why does Minnesota have one the highest loan debt averages in the country?

The statewide average is weighted for the number of borrowers in the graduating class at each college/university. Any college/university higher than the average is adversely impacting the statewide average and increasing the state’s higher average debt relative to other states. At least thirteen four-year institutions in Minnesota have increased the statewide average debt because their institutional average student loan debt exceed the statewide average.

Alternately, the University of Minnesota system reduces the overall state average due to its dramatically lower student debt levels. The University of Minnesota’s size amplifies its role in lowering the statewide average debt because the UMN system has two of the largest institutions serving undergraduate students in the State of Minnesota: Twin Cities campus (1st largest) and Duluth campus (4th largest).

¹ Institute for College Access & Success (TICAS). (2018). Student Debt and the Class of 2017. Retrieved from : https://ticas.org/sites/default/files/pub_files/classof2017.pdf.

Average Student Loan Debt for 2017 Bachelor's Degree Recipients at Minnesota Colleges/Universities (only includes New Freshmen entrants)



What is included in the University's loan debt calculations?

The University captures student loan debt from federal, state, institutional, and private loans. Federal loans include Direct Subsidized and Direct Unsubsidized, which provide between \$5,500 and \$7,500 per year for dependent students relative to class standing. Independent and dependent students whose parents do not qualify for the Parent PLUS loan may access higher Direct student loan amounts. Historic federal Perkins loans are captured and included in loan debt figures, but this program is no longer available. Parent PLUS loans are available for families to borrow up to the cost of attendance, but eligibility for those loans is dependent on their ability to borrow (good credit standing). State loans include the State SELF loan, which provide up to \$20,000 per year. The University has small institutional loans available, which are often used to help with emergency situations. The University collects and counts private educational loan as well. Typically, private student loan lenders like Wells Fargo, Discover, Lendkey, SallieMae and various community banks ask the University to certify a loan prior to disbursement. In 2017-18, the University recorded \$37.3 million in private loans for undergraduate students systemwide.

Systemwide Undergraduate Total Student Loan Borrowing by Lender Source

Source of Lender	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Federal	\$168.2	\$173.0	\$164.2	\$156.9	\$152.5	\$142.8	\$143.2	\$139.9
State	\$12.7	\$19.7	\$14.4	\$11.1	\$9.8	\$13.0	\$14.2	\$14.6
University	\$0.2	\$1.0	\$1.6	\$2.8	\$2.5	\$2.4	\$1.2	\$1.7
Private loans	\$20.4	\$23.8	\$28.1	\$29.6	\$30.8	\$32.1	\$35.1	\$37.3
Total	\$201.5	\$217.5	\$208.2	\$200.5	\$195.6	\$190.2	\$193.7	\$193.6

The University captures information about student loans that are meant to be used for college, but students and families have access to other sources of funding that are not captured in the University's figures. This is because the purpose of some loans are not required to be directly related to college expenses or the lender did not ask the University certify the loan. For example, the University cannot capture the following types of loan borrowing in its calculations:

- Borrowing from family/friends
- Home equity line of credit
- Personal credit
- Credit card debt
- Loan from retirement account

Summary of Student Loan Debt at Graduation

For internal purposes, the University considers the debt of all bachelor's degree recipients including new freshmen, new transfer, and intercampus transfer entrants. This provides a more inclusive picture of loan debt than is typically reported for national comparison like those presented above. Systemwide bachelor's degree recipients in 2017-18 had an average of \$26,334 in student loan and median of \$23,635. These student loan debt statistics include any federal, state, institutional, or private loans borrowed while at any UMN campus. Average student loan debt increased on the Twin Cities campus during the early post-recessionary years (2010-11 through 2012-13), which included cohorts most directly affected by the recession. Since 2012-13, average student loan debt for bachelor's degree recipients on the Twin Cities campus has been steadily declining (\$25,573 in 2017-18).

Student Loan Debt (for those with debt) 2017-18 Bachelor's Degree Recipients, by Campus

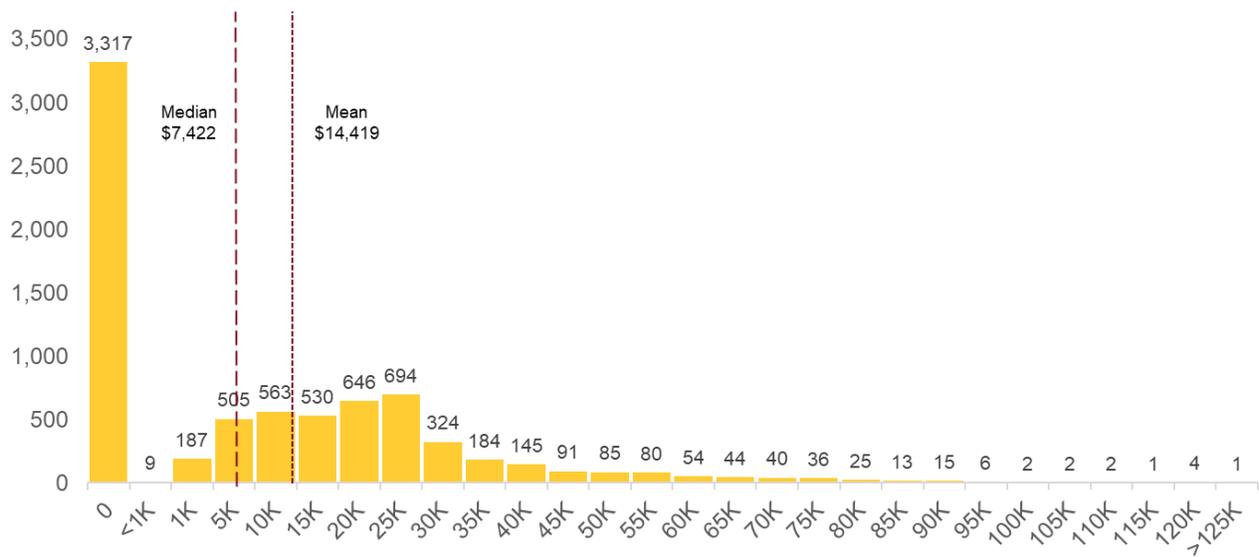
Year of Graduation	Crookston	Duluth	Morris	Rochester	Twin Cities	Total
Number of Graduates	405	1,944	338	85	7,605	10,376
% with NO Debt	30%	29%	36%	26%	44%	40%
<u>Student Loan Debt (excluding PLUS parent loans)</u>						
Average – for students with debt	\$24,286	\$29,291	\$24,562	\$27,751	\$25,573	\$26,334
Median – for students with debt	\$21,414	\$26,714	\$21,028	\$25,383	\$22,760	\$23,635

Student Loan Debt (for those with debt) Twin Cities Campus Bachelor's Degree Recipients

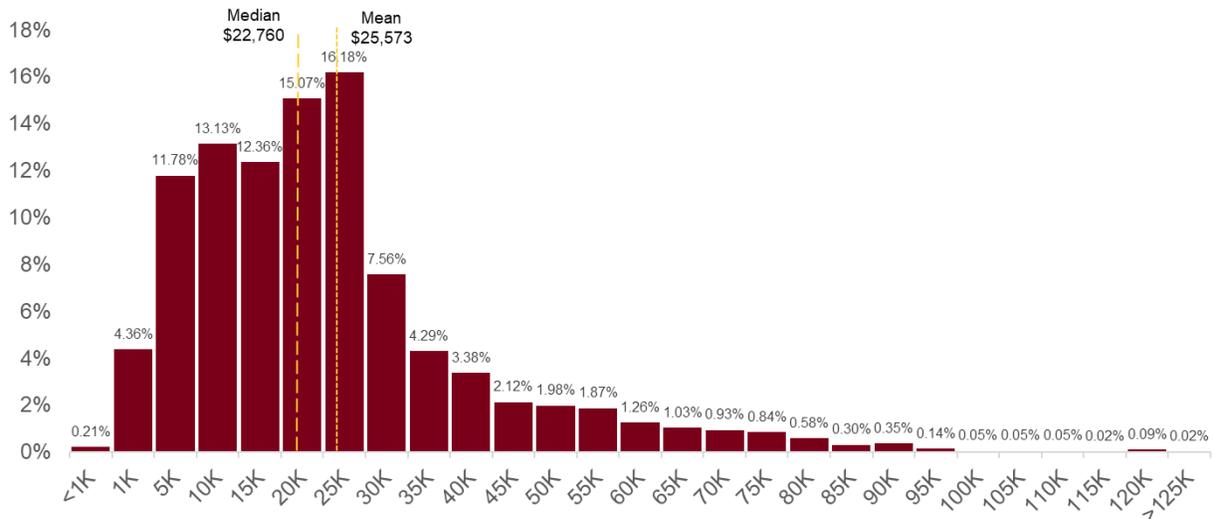
Year of Graduation	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number of Graduates	6,542	6,758	6,861	7,439	7,420	7,387	7,382	7,507	7,594	7,605
% with NO Debt	35%	36%	34%	36%	37%	38%	40%	43%	43%	44%
<u>Student Loan Debt (for students with debt excluding PLUS parent loans)</u>										
Average	\$25,433	\$26,348	\$27,086	\$27,578	\$27,158	\$26,406	\$26,091	\$26,068	\$25,994	\$25,573
Median	\$23,455	\$23,503	\$24,337	\$24,646	\$24,594	\$24,433	\$24,000	\$23,318	\$23,009	\$22,760

Forty percent of UMN (all campuses) bachelor's degree recipients in 2017-18 do not borrow any federal, state, university, or private student loans (excludes private loans not certified by the University). These students and families cover the cost of attendance from other sources, such as grants/scholarships, savings, or potentially accessing non-educational debt sources. On the Twin Cities campus, 44% of the 2017-2018 graduating class (3,317 bachelor's degree recipients) did not take out any student loans. The distribution of student loan debt for degree recipients shows that most students borrow less than the average, but there is a long tail showing a small number of students borrow large sums in the form of student loans.

Average Student Debt for 2017-18 Twin Cities Bachelor's Degree Recipients (n=7,605)



Average Student Debt 2017-18 Twin Cities Bachelor's Degree Recipients (includes only students with debt, n=4,288)



How has the University reduced overall student loan debt?

The University has taken a multifaceted approach to reducing student loan debt including:

- reducing time-to-degree by increasing four-year graduation rates;
- enhancing students' financial literacy;
- providing grants to reduce the cost of attendance; and
- promoting debt awareness before borrowing any additional student loans.

Reducing time-to-degree from six years to four years dramatically reduces average student debt. The four-year graduation rate for the fall 2014 freshman cohort was 71.1% compared to the fall 2002 cohort's four-year graduation rate of 40.7%. Each additional year after four years increases the average student loan borrowing for graduates. For example, fall 2011 new freshman graduating in four years borrow on average \$24,479 in student loans while those graduating within five years borrow \$30,264 in student debt.

Graduating in More than Four Years: Impact on Student Debt (Fall 2011 NHS)

Graduated In	# who did <u>not</u> borrow	# with student loans	% who borrowed *	Mean	Median	Minimum	Maximum
4 years	1,464	1,946	57.1%	\$24,479	\$23,043	\$150	\$108,968
5 years	291	456	61.0%	\$30,264	\$28,441	\$472	\$117,854
6 years	50	105	67.7%	\$32,955	\$30,514	\$3,357	\$126,311

Financial Literacy

The University has been dedicated to improving the financial literacy of undergraduate students. Starting in 2015, the “Live Like a Student” financial wellness initiative within One Stop Student Services at the University of Minnesota was created to make a positive difference in students’ lives by educating and empowering individuals to make informed financial decisions. This is done through the implementation of programming including one-on-one financial wellness meetings, classroom workshops, small group and large-scale presentations, and online tools and tutorials.

One Stop Counselors are certified in Personal Financial Management, which allows them to counsel students on a variety of financial topics. In addition to being the main point of contact for students’ financial aid and student financial questions, One Stop Counselors offer free, one-on-one, personalized [financial wellness counseling meetings](https://onestop.umn.edu/finances/financial-wellness-counseling) to any enrolled student (<https://onestop.umn.edu/finances/financial-wellness-counseling>). These meetings have been very well received by students and the program has grown each year since its inception in 2015. In the last year, there was a 95% increase in the number of appointments (January to December 2018, 402 appointments total). This is attributed to additional marketing, campus partnerships, and word-of-mouth recommendations between students.

New this fall 2018, the Financial Wellness Committee piloted a series of six workshops aimed at helping first-year students learn the basics of personal finance. The workshops covered topics such as budgeting, loans and credit, living like a student, and planning for sophomore year. Students were entered into a drawing to win one of fourteen \$1000 awards each time they attended a workshop or financial counseling meeting. 100% of surveyed students responded that the workshops were helpful and 96% said they learned something new about finances.

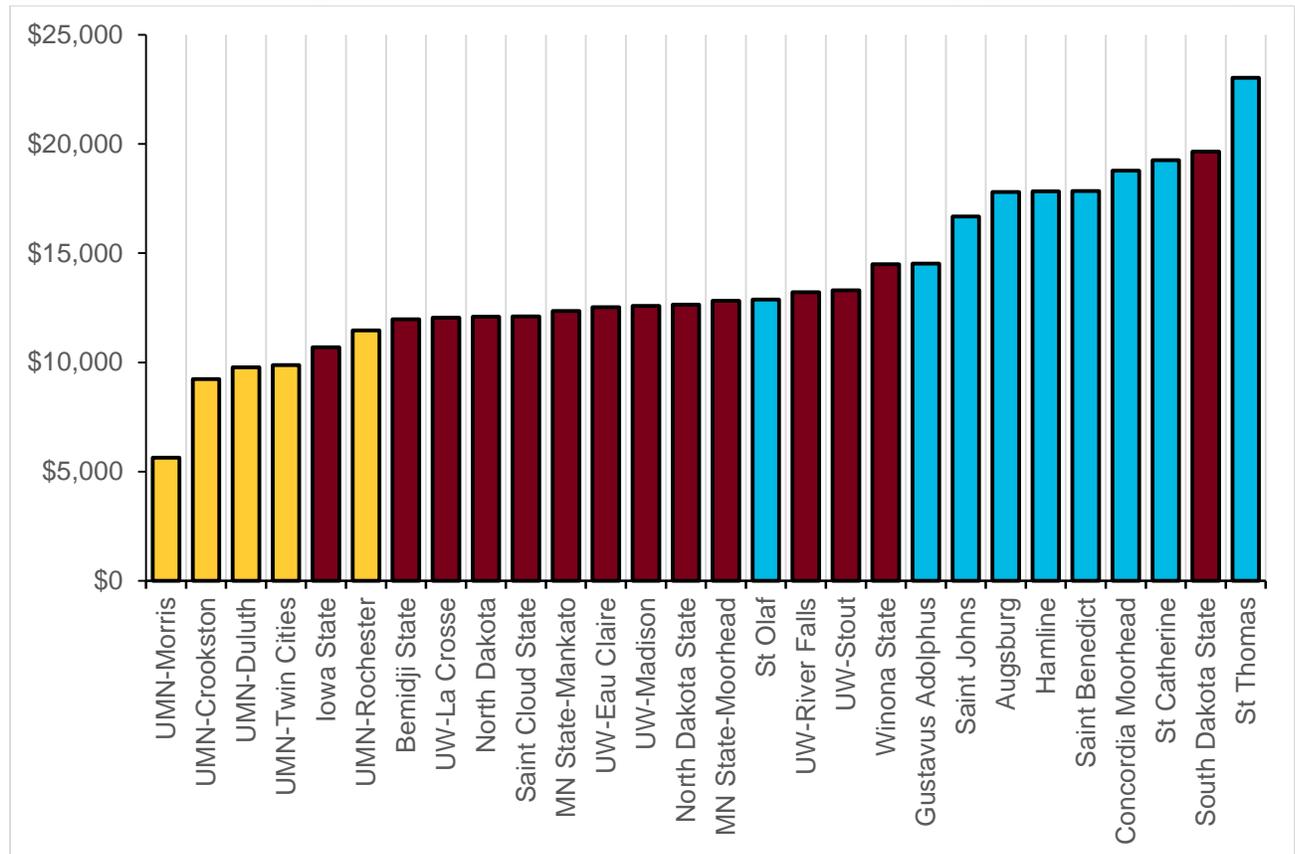
In an effort to offer financial wellness information in an online presence, the Financial Wellness Committee partnered with EffectiveU beginning in 2017, an online module-based education initiative at the University, to create a self-paced tutorial program that highlights financial wellness basics and provides interactive budgeting tools. Additionally, specific information, online videos, and other resources were tailored for the international student experience.

Student feedback is an important part of this evolving effort in financial literacy. Students have shared that financial literacy efforts helped them stay at the University, develop plans for managing and repaying loans, and reduce anxiety with personal finances.

University of Minnesota Net Price of Tuition

The University of Minnesota campuses offers Minnesota residents some of the lowest net prices when compared to other Minnesota colleges and universities. The average net cost of attendance price was \$13,309 for Minnesota families making less than \$75,000, which places all UMN campuses among the lowest net prices for Minnesota families when compared to net prices for in-state residents at other regional campuses. The University's offering of lower net prices minimizes student loan debt by reducing out of pocket expenses with grants and scholarships.

Average Net Price for Fall 2015 New Freshmen From Families Earning \$75,000 or Less (Students Receiving Title IV Aid and for Public Institutions Only Those Paying the Resident Rate)



Debt Awareness Efforts

The University of Minnesota continues to ensure students and families are aware of how much they have borrowed before accepting additional loans. An online Borrowing History Letter was created in 2015 and is made available to students prior to accepting financial aid through the MyU portal to share personalized information on current student loan debt and estimated monthly repayment amounts, which assists students in making informed borrowing decisions during their educational career. Below is an example of the information presented to students before they accept any loans packaged by the University.

Your Borrowing History

Student Loan Debt Estimate

SGoldy Gopher
Student ID: 1234567

This estimate of your student loan indebtedness is NOT a complete and official record of your student loan debt.

Federal loans you have borrowed as of 4/9/2018; Parent PLUS loans taken out on your behalf are not listed.

Direct Subsidized Loan	\$4,500
Direct Unsubsidized Loan	\$2,000
Your estimated Total Student Loan Debt:	\$6,500
Your estimated Monthly Payment (based on standard 10-year repayment plan and current 4.45% interest rate)	\$67

Average Student Loan Debt for University of Minnesota, Twin Cities graduates:

Average Undergraduate Loan Debt (excluding PLUS loans):	\$26,068
Average Monthly Payment (based on standard repayment plan):	\$269

Graduating on time is the most effective way to reduce your college education costs. Work with your advisor to stay on track academically and make progress toward graduation.

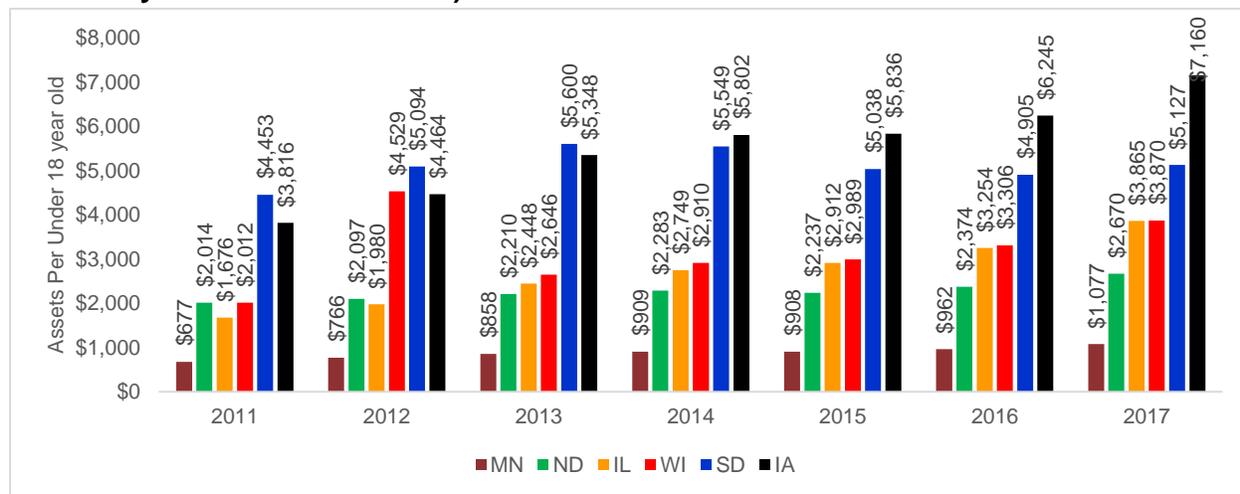
ACKNOWLEDGE

State of Saving for College in Minnesota

The State of Minnesota is lagging behind neighboring states in preparing and saving for college. In 2017, Minnesota had only \$1.4 billion saved in 529 college savings assets compared to Wisconsin, which had \$5 billion saved in 529 assets.² After adjusting for the state population of children 17 or under, Minnesota falls even further behind its neighbors, where per child saving was only \$1,077 in Minnesota. For every dollar per child that Minnesota had saved by 2017, Wisconsin had three dollars saved per child and Iowa had seven dollars per child. Yet, Minnesota's median income (\$68,388 in 2017) exceeds Wisconsin (\$59,305) and Iowa (\$58,570).³

Many other states provided tax deductions/subtractions to incentives saving in a 529 plan prior to Minnesota's implementation in 2017. Currently, Minnesota provides either a credit for lower income families or deduction, where \$3,000 is the maximum subtraction allowed in Minnesota for married, joint tax filers. Other states in the upper midwest offer tax deductions up to \$10,000, including Illinois, Michigan, North Dakota, Nebraska and six other states outside the Upper Midwest.

Annual Assets Saved for College in Upper Midwest States per Child (includes anyone under 18 years old in each state)



² Federal Reserve. (2018) 529 Savings Plans by State. Retrieved from: <https://www.federalreserve.gov/releases/efa/savings-529-assets.htm>

³ Guzman, G. (2018). Household Income: 2017. Retrieved from <https://www.census.gov/content/dam/Census/library/publications/2018/acs/acsbr17-01.pdf>.

Holistic View of Student Financial Burden

Board of Regents
Mission Fulfillment Committee
February 7th, 2019

Robert B. McMaster
Acting Executive Vice President and Provost

Tina Falkner
Director of Student Finance

Naura Taqiya
College of Biological Sciences

Presentation Outline

- U of M Financial Aid Principles
- Loan debt comparison
- Summary of borrowing
- Loan debt at graduation
- College Savings
- Financial Literacy and Debt Awareness



Financial Aid Principles

- Includes both merit-based and need-based aid
- Packages will not exceed Cost of Attendance (COA)
- Need-based aid focused on MN residents; students from families with incomes up to the 'middle income' are eligible
- Majority of merit-based aid focused on MN residents
- Merit money given to: support University strengths, increase enrollment in priority areas, enhance geographic, ethnic, socioeconomic and talent-based diversity

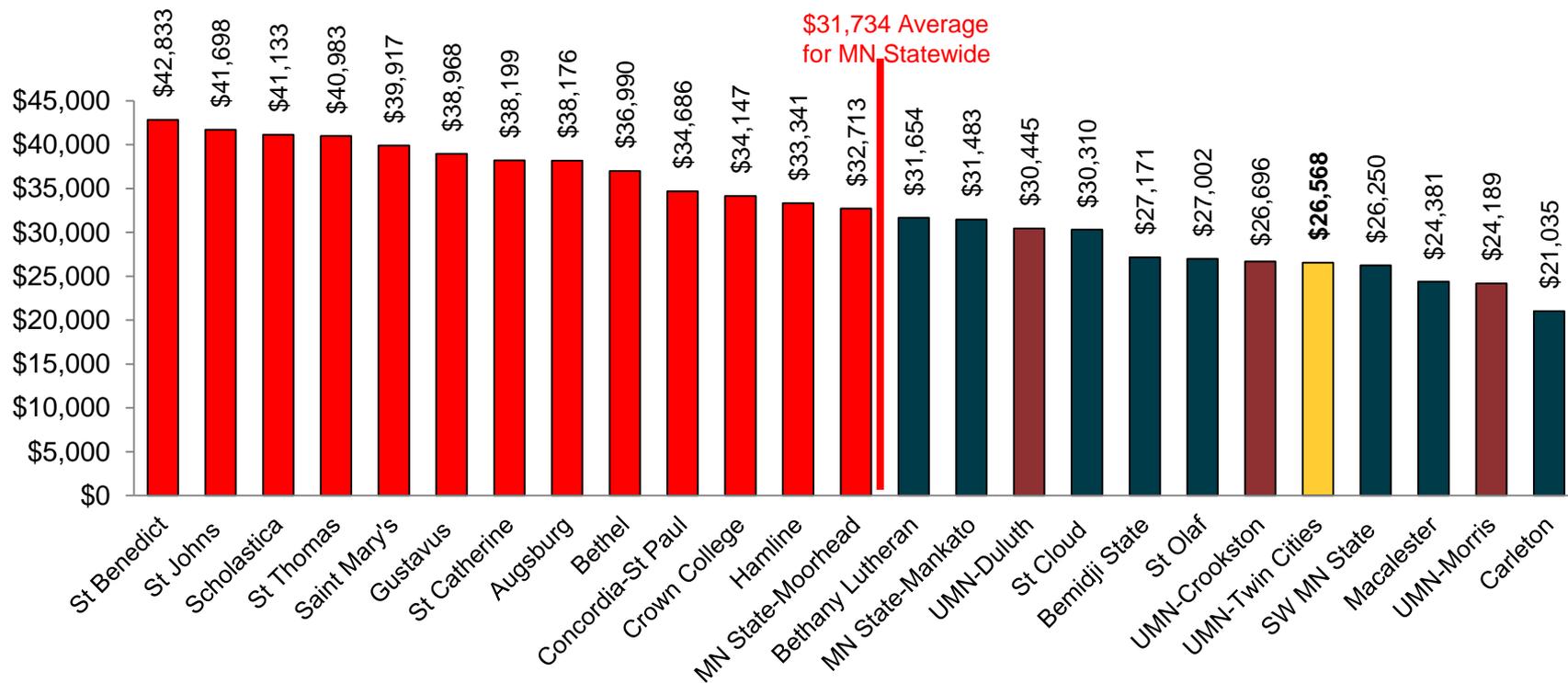
Policy Questions

- Policy Questions for Board of Regents
 - How to make certain we have aligned Federal, state, and U of M financial aid strategies?
 - How to ensure the University remains affordable for students and families?
 - How can the University promote financial literacy and awareness of loan debt?
 - How to support Minnesota families plan and save for college?
 - How to align Central and Collegiate support

LOAN DEBT COMPARISON

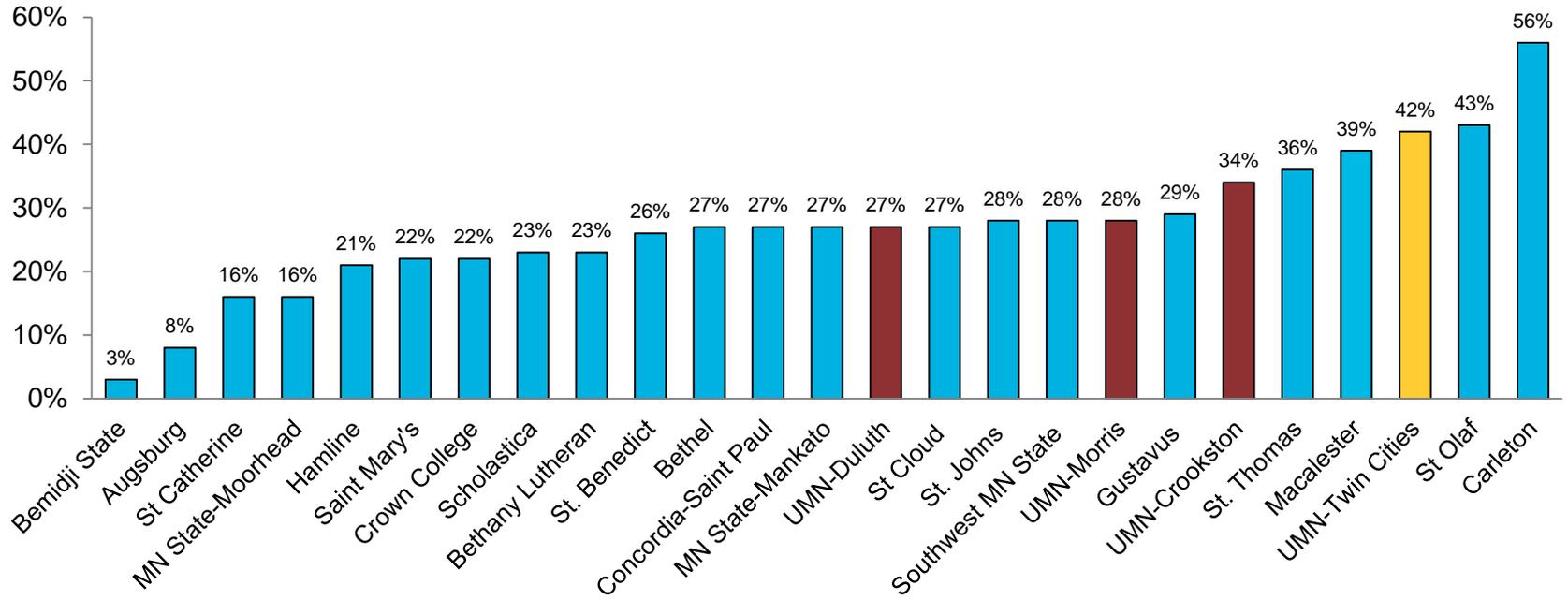


Average Student Loan Debt for 2017 Bachelor's Degree Recipients at Minnesota Colleges/Universities (only includes New Freshmen entrants)



Source: US News 2019/Common Data Set 2017-18; Institute for College Access & Success

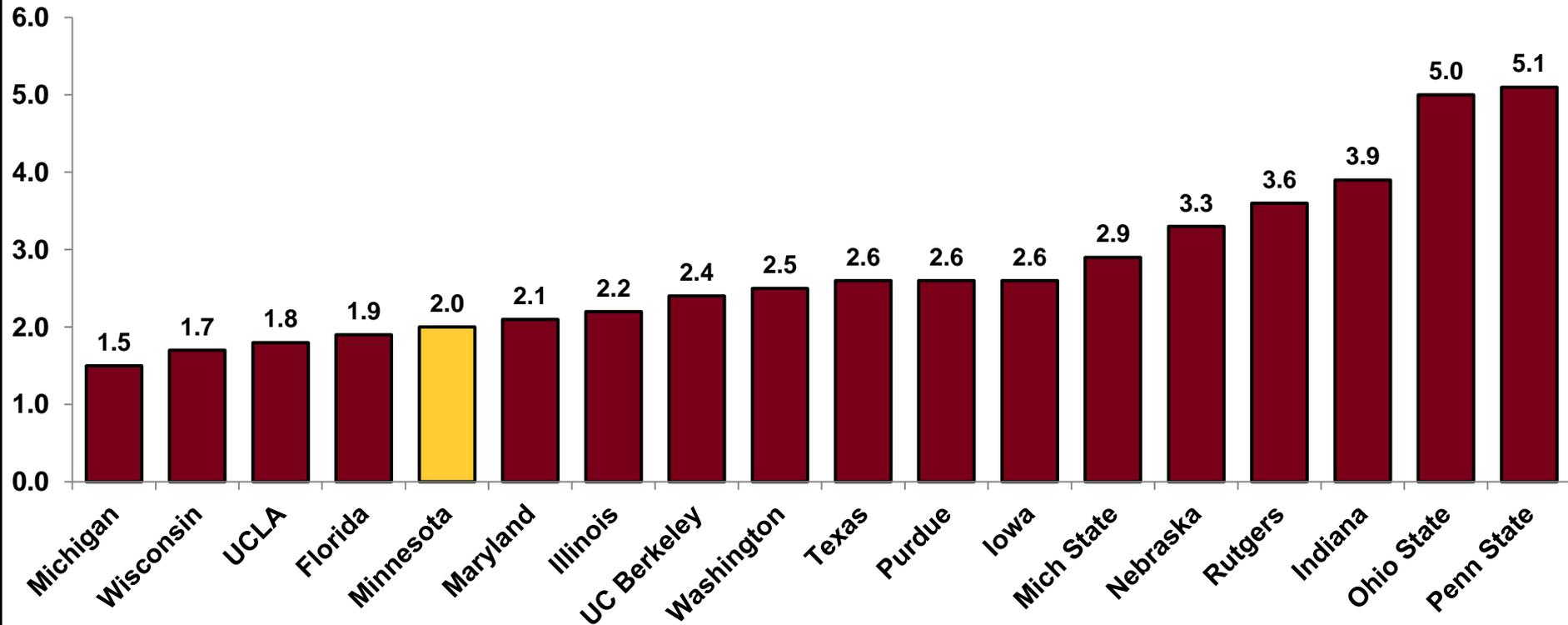
Percentage of 2017 Bachelor's Degree Recipients without Student Loan Debt (only includes New Freshmen entrants)



Source: US News 2019/Common Data Set 2017-18



FY 2015 Three-Year Official Cohort Default Rate on Federal Student Loans: Twin Cities Campus Comparison Group and Big Ten Publics



GIFT AID (in \$ millions)

System-wide Degree-Seeking Undergraduate Students

FINANCIAL AID YEAR (Fall, Spring, Summer)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
University Scholarships	\$52.2	\$60.5	\$76.2	\$73.7	\$75.6	\$78.9	\$79.3	\$81.1	\$83.7
PELL (Federal)	\$41.7	\$49.4	\$46.9	\$45.4	\$44.5	\$44.0	\$42.1	\$41.5	\$44.3
Other Federal	\$10.2	\$10.5	\$4.5	\$4.8	\$4.5	\$4.4	\$4.6	\$4.9	\$5.0
State/Local Government	\$66.0**	\$69.8**	\$40.8	\$40.9	\$46.2	\$45.8	\$48.0	\$52.7	\$58.2
Private Grants	\$9.6	\$10.3	\$10.5	\$10.4	\$11.2	\$11.9	\$12.5	\$13.3	\$14.3
Athletic	\$10.1	\$10.3	\$11.4	\$12.0	\$12.7	\$11.9	\$13.4	\$13.8	\$14.6
Regents Scholarship (employees)	\$0.9	\$0.7	\$0.8	\$1.0	\$1.0	\$1.1	\$1.1	\$1.0	\$1.0
TOTAL GIFT AID	\$190.7	\$211.6	\$191.2	\$188.2	\$195.6	\$198.0	\$201.1	\$208.3	\$221.0

** 2010 and 2011 increase related to Federal Stimulus Funding received from the state of Minnesota and used for student aid

GIFT AID (in \$ millions)

Twin Cities Degree-Seeking Undergraduate Students

FINANCIAL AID YEAR (Fall, Spring, Summer)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
University Scholarships	\$38.2	\$39.3	\$52.4	\$51.8	\$53.9	\$57.8	\$58.0	\$59.8	\$61.5
PELL (Federal)	\$29.2	\$33.9	\$31.6	\$30.2	\$29.4	\$29.2	\$27.9	\$27.7	\$29.3
Other Federal	\$7.7	\$7.5	\$3.1	\$3.2	\$3.0	\$3.0	\$3.1	\$3.4	\$3.4
State/Local Government	\$44.3**	\$49.3**	\$26.0	\$25.8	\$29.5	\$29.6	\$32.0	\$35.6	\$39.1
Private Grants	\$7.6	\$7.9	\$8.0	\$7.9	\$8.5	\$9.2	\$9.7	\$10.2	\$10.9
Athletic	\$7.8	\$7.9	\$8.8	\$9.0	\$9.6	\$8.7	\$10.1	\$10.5	\$11.2
Regents Scholarship (employees)	\$0.7	\$0.6	\$0.6	\$0.8	\$0.7	\$0.8	\$0.9	\$0.8	\$0.8
TOTAL GIFT AID	\$135.6	\$146.4	\$130.6	\$128.5	\$134.6	\$138.3	\$141.7	\$147.9	\$156.2

** 2010 and 2011 increase related to Federal Stimulus Funding received from the state of Minnesota and used for student aid



WHAT IS INCLUDED IN OUR LOAN DEBT FIGURES?



System-wide Undergraduate Total Student Loan Borrowing by Lender Source

Source of Lender	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Federal	\$168.2	\$173.0	\$164.2	\$156.9	\$152.5	\$142.8	\$143.2	\$139.9
State	\$12.7	\$19.7	\$14.4	\$11.1	\$9.8	\$13.0	\$14.2	\$14.6
University	\$0.2	\$1.0	\$1.6	\$2.8	\$2.5	\$2.4	\$1.2	\$1.7
Private Loans	\$20.4	\$23.8	\$28.1	\$29.6	\$30.8	\$32.1	\$35.1	\$37.3
Total	\$201.5	\$217.5	\$208.2	\$200.5	\$195.6	\$190.2	\$193.7	\$193.6



Examples Private Lenders Captured in University Data

- Wells Fargo
- SallieMae
- Bank of North Dakota
- College Ave.
- SunTrust Bank
- Affinity Plus
- Discover
- LendKey
- Various other private loans lenders

What type of debt is not captured?

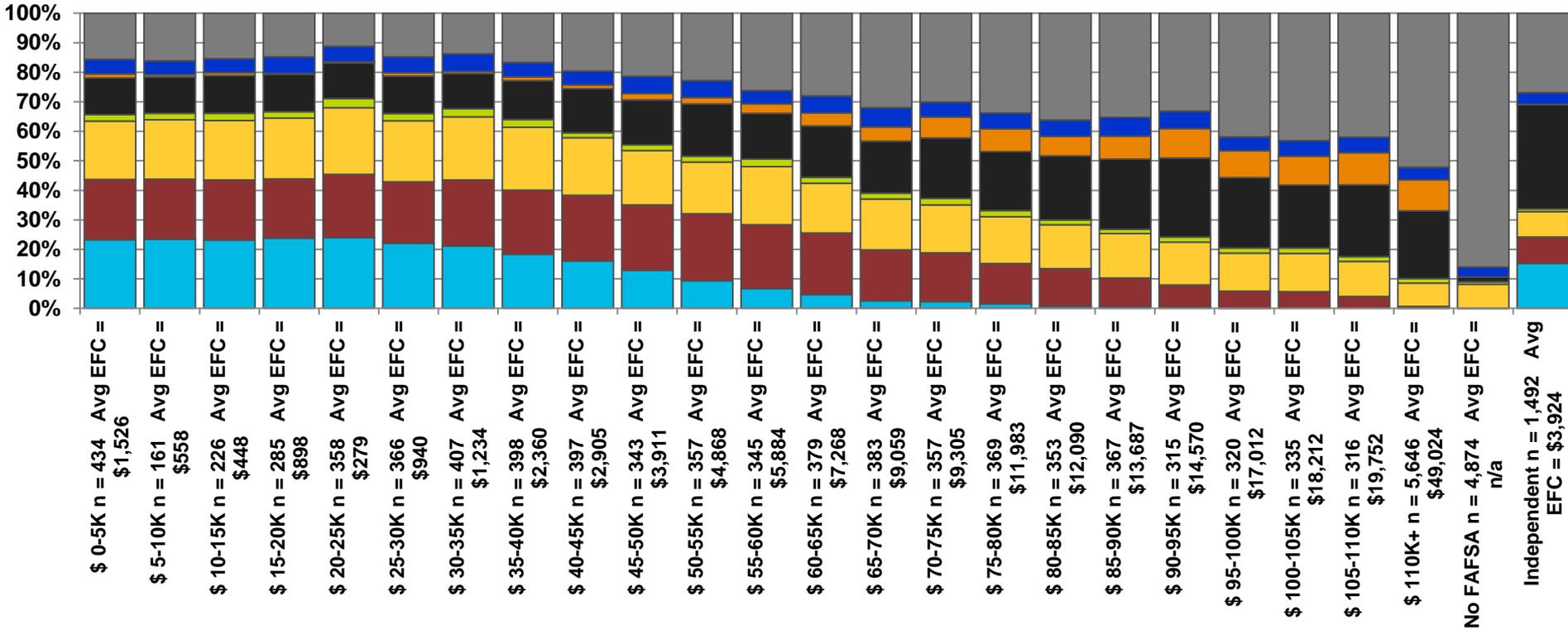
- Home equity line of credit
- Personal credit/loan
- Loan from retirement account
- Borrowing from a family member
- Credit Card
- Educational loans not certified by University of Minnesota

SUMMARY OF BORROWING



FY 2018 Share of Cost of Attendance for Twin Cities, Full-Time, Resident Undergraduates by Parent Income Level and Financial Aid Type

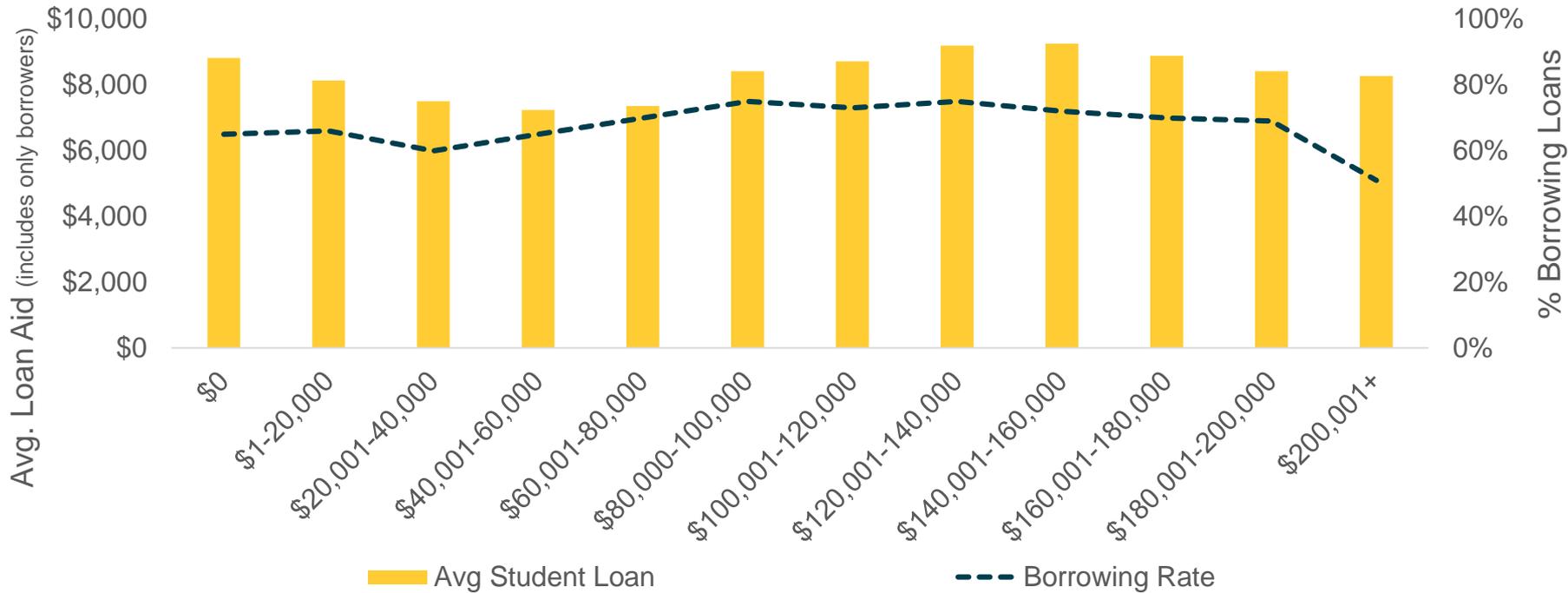
■ Federal Grants
 ■ State Grants
 ■ Institutional Aid
 ■ Private Grants
 ■ Student Loans
 ■ Parent Loans
 ■ UM Employment
 ■ Non-Financial Aid



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Percentage of Twin Cities Undergraduate Students in 2018 Borrowing Student Loans and Average Loan Amount by Family Income (includes only borrowers in average)



LOAN DEBT AT GRADUATION



Student Loan Debt (for those with debt) 2017-18 Bachelor's Degree Recipients, by Campus

Year of Graduation	Crookston	Duluth	Morris	Rochester	Twin Cities	Total
Number of Graduates	405	1,944	338	85	7,605	10,376
% with NO Debt	30%	29%	36%	26%	44%	40%
<u>Student Loan Debt (excluding PLUS parent loans)</u>						
Average – for students with debt	\$24,286	\$29,291	\$24,562	\$27,751	\$25,573	\$26,334
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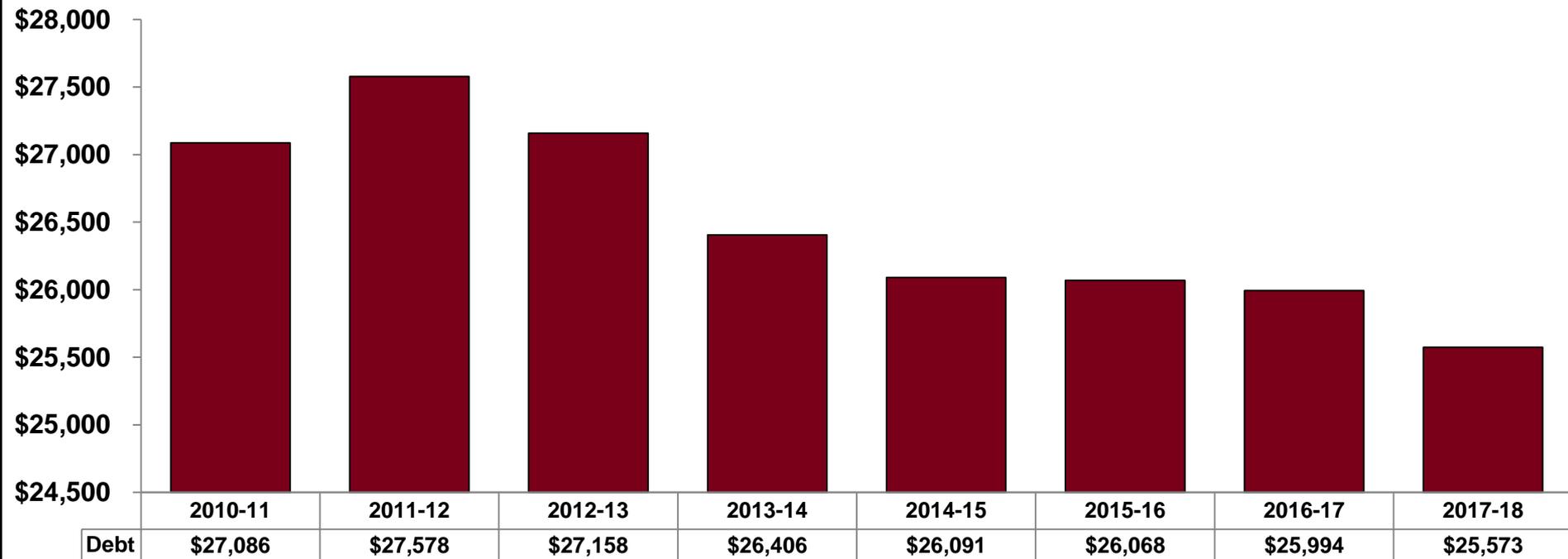
Loan Debt (for those with debt)

Twin Cities Campus Bachelor's Degree Recipients

Year of Graduation	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number of Graduates	6,542	6,758	6,861	7,439	7,420	7,387	7,382	7,507	7,594	7,605
% with NO Debt	35%	36%	34%	36%	37%	38%	40%	43%	43%	44%
<u>Student Loan Debt (for students with debt excluding PLUS parent loans)</u>										
Average	\$25,433	\$26,348	\$27,086	\$27,578	\$27,158	\$26,406	\$26,091	\$26,068	\$25,994	\$25,573
Median	\$23,455	\$23,503	\$24,337	\$24,646	\$24,594	\$24,433	\$24,000	\$23,318	\$23,009	\$22,760



Average Debt at Graduation for Twin Cities Baccalaureate Graduates



Excludes PLUS Loans



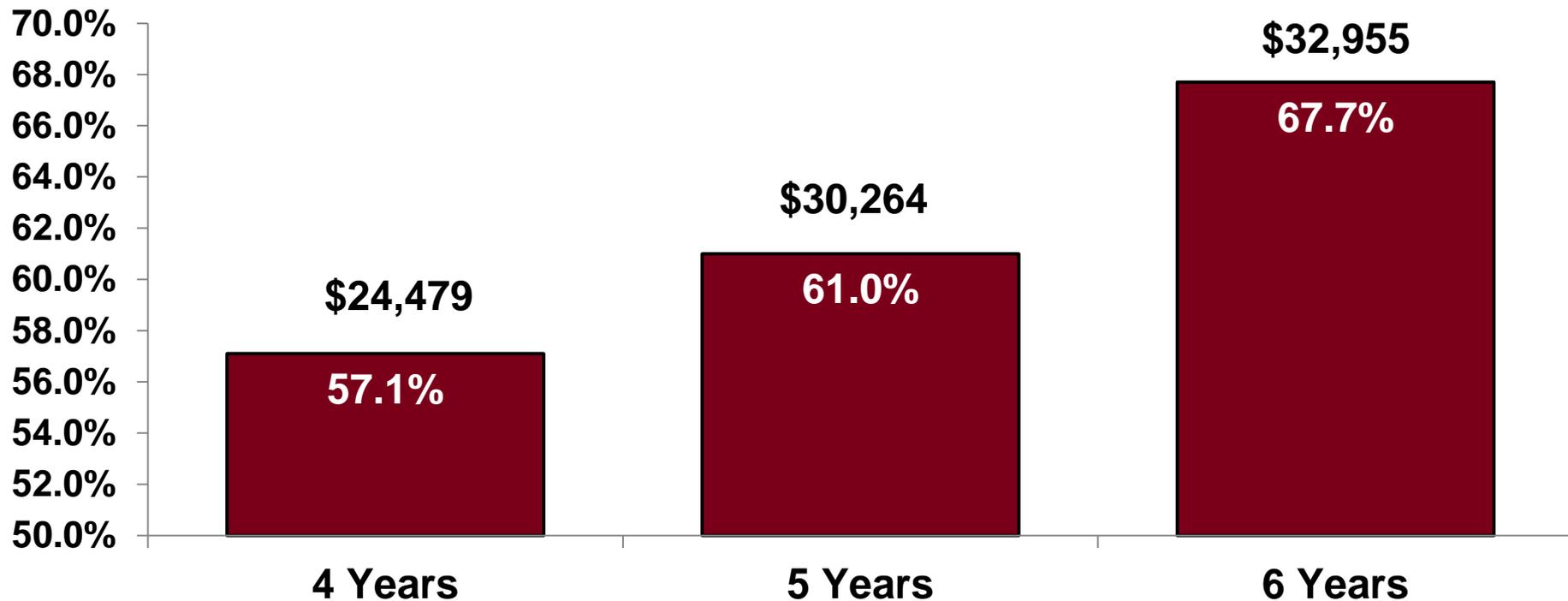
Graduating in More than Four Years: Impact on Student Debt (Fall 2011 NHS)

Graduated In	# who did <u>not</u> borrow	# with student loans	% who borrowed *	Mean	Median	Minimum	Maximum
4 years	1,464	1,946	57.1%	\$24,479	\$23,043	\$150	\$108,968
5 years	291	456	61.0%	\$30,264	\$28,441	\$472	\$117,854
6 years	50	105	67.7%	\$32,955	\$30,514	\$3,357	\$126,311

* Data excludes Parent PLUS loans



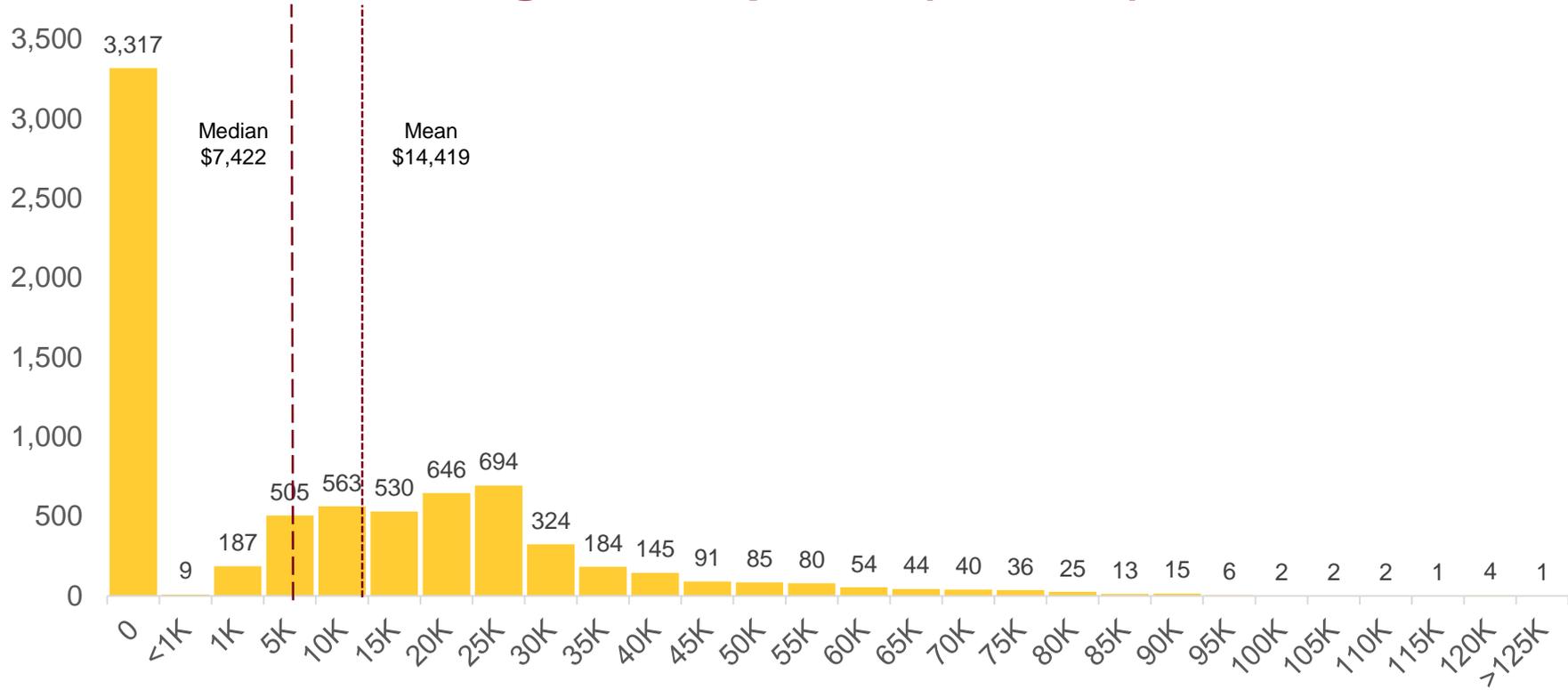
Graduating in More than Four Years: Impact on Student Debt (Fall 2011 NHS) – Average Debt and % with Debt



** Data excludes Parent PLUS loans*

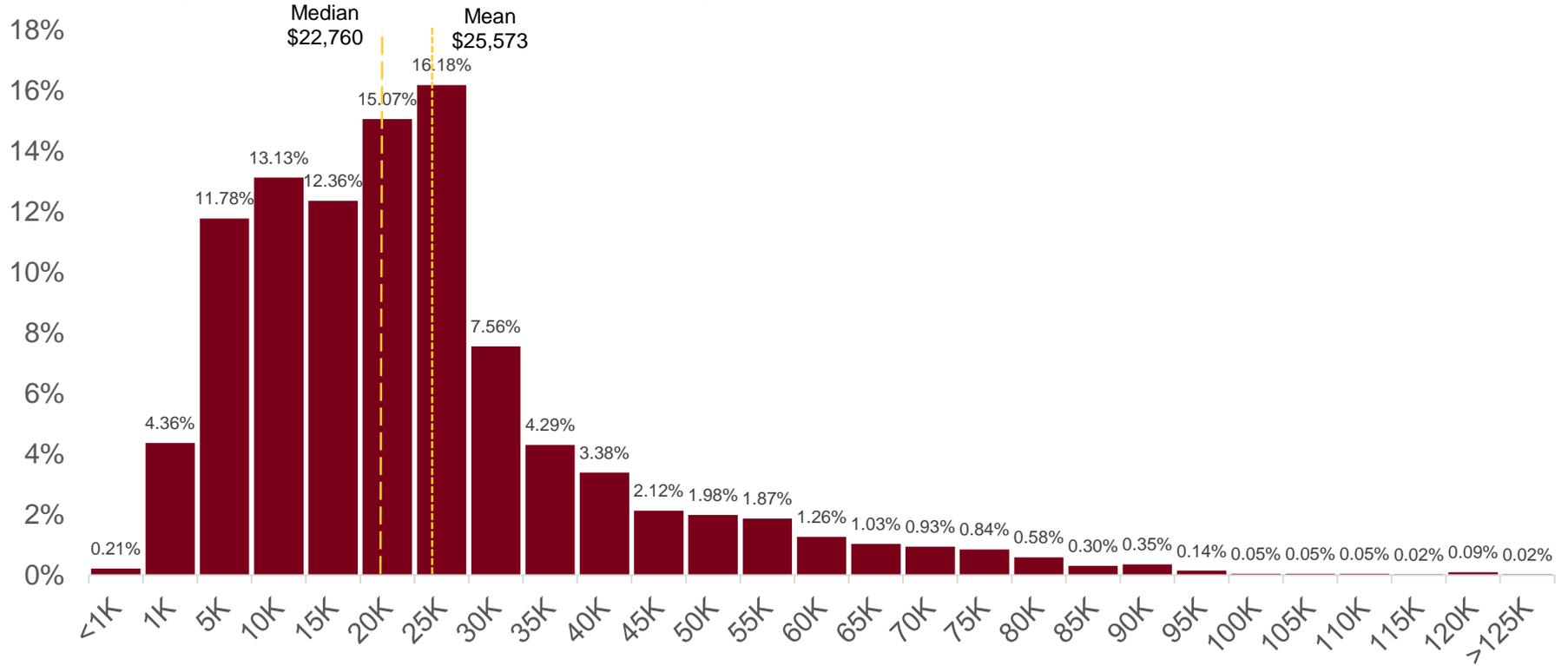


Average Student Debt for 2017-18 Twin Cities Bachelor's Degree Recipients (n=7,605)



Excludes Parent PLUS Loans

Average Student Debt 2017-18 Twin Cities Bachelor's Degree Recipients (includes only students with debt, n=4,288)



Excludes Parent PLUS Loans



FINANCIAL LITERACY & DEBT AWARENESS



2018-19 Cost of Attendance

University of Minnesota – Twin Cities Campus
MN Resident Undergraduate Living on Campus



Tuition & Fees	\$14,760
Room & Board	\$9,910
Books, Supplies, Transportation, Personal/Misc.	\$3,436
Total Cost of Attendance	\$28,106

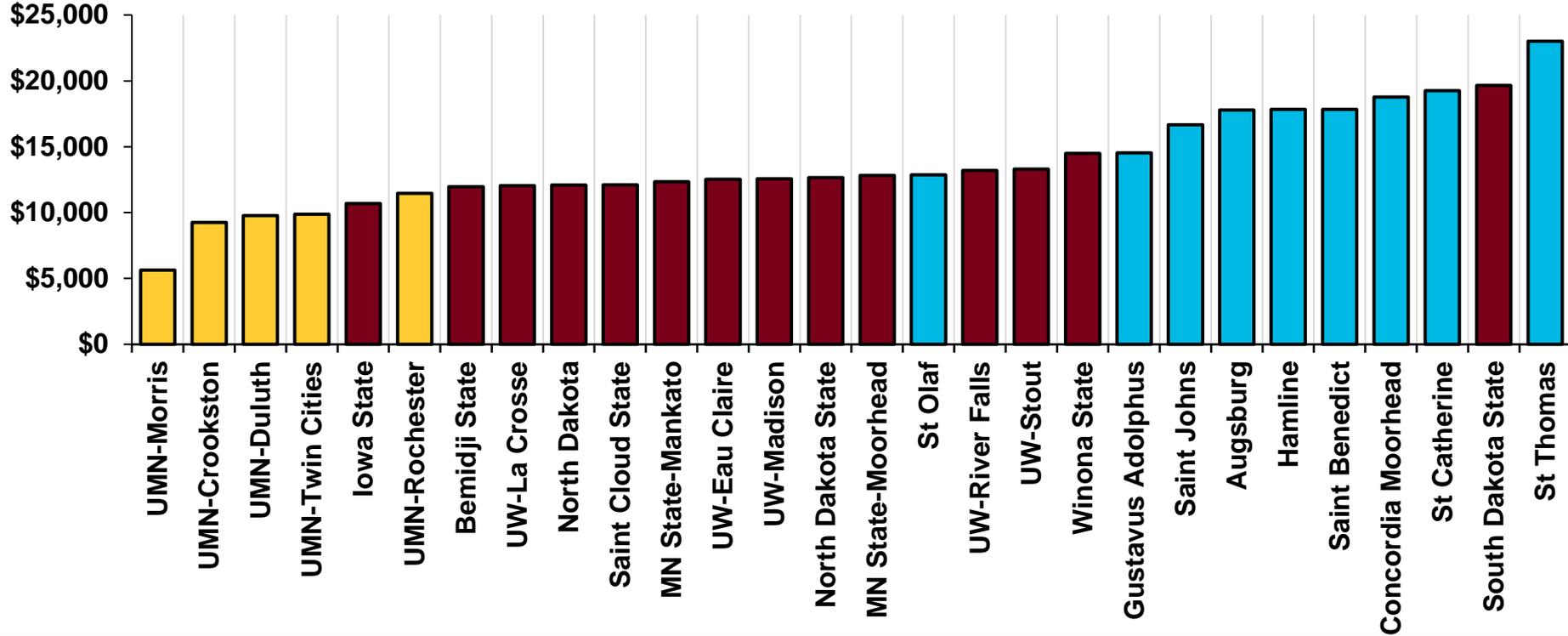
Typical Need-Based Aid Packages at Various Income Levels: UMTC, MN Resident Undergraduate, 2018-19

Cost of Attendance (COA)	\$28,106	\$28,106	\$28,106	\$28,106
Tuition and Fees	\$14,760	\$14,760	\$14,760	\$14,760
Adjusted Gross Income (AGI)	\$25,000	\$50,000	\$99,999	\$119,999
Expected Family Contribution (EFC)	\$0	\$6,374	\$20,396	\$27,088
Typical Aid Package				
Pell	\$6,095	\$0	\$0	\$0
State Grant	\$6,235	\$6,976	\$0	\$0
SEOG (Supplemental Educational Opportunity Grant)	\$600	\$0	\$0	\$0
U Promise	<u>\$4,134</u>	<u>\$1,844</u>	<u>\$1,056</u>	<u>\$306</u>
Subtotal Gift Aid	\$17,064	\$8,820	\$1,056	\$306
Work Study	\$2,700	\$2,700	\$2,700	\$712
Student Loan (Sub/Unsub offered)	\$5,500	\$5,500	\$5,500	\$5,500
Parent Loan (amount offered)	<u>\$2,842</u>	<u>\$11,086</u>	<u>\$18,850</u>	<u>\$21,588</u>
Total Aid Package (offered)	\$28,106	\$28,106	\$28,106	\$28,106
Federal (AOTC) Tax Credit Estimate	\$0-1,101	\$2,500	\$2,500	\$2,500



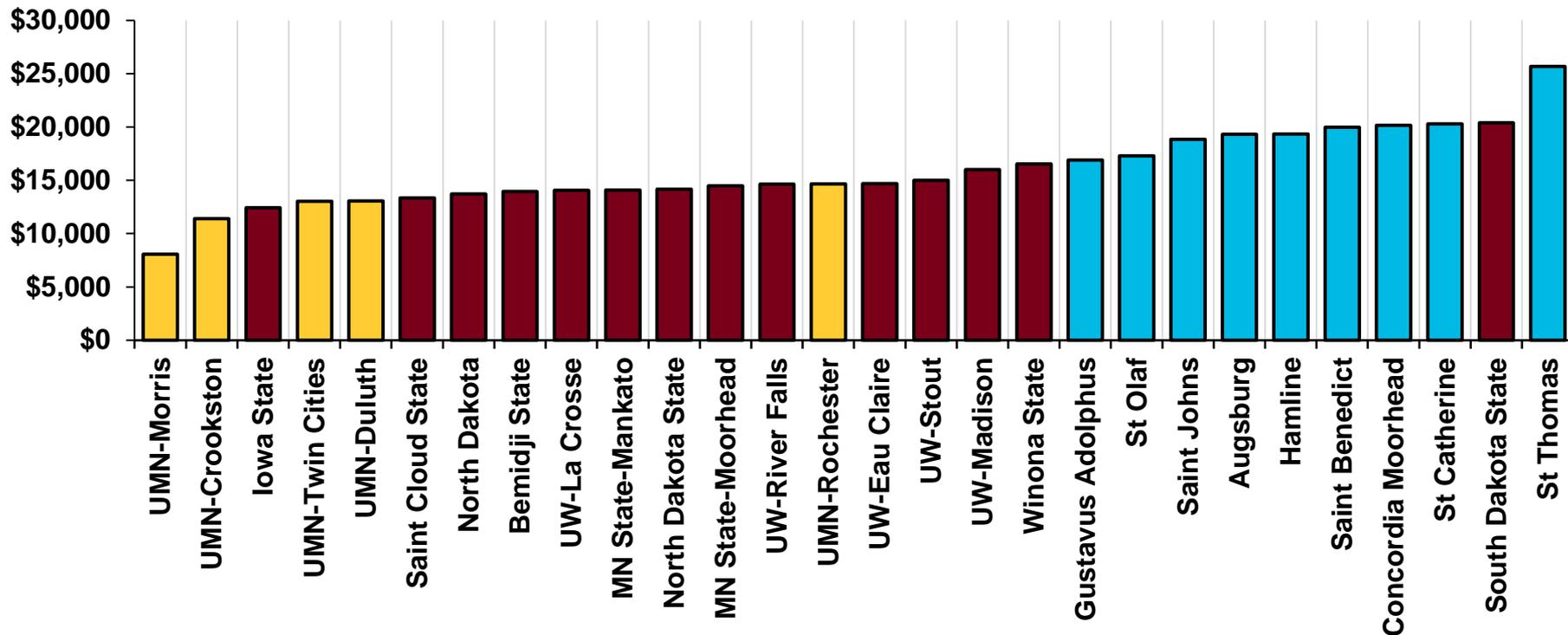
Average Net Price for Fall 2015 New Freshmen From Families Earning \$75,000 or Less

(Students Receiving Title IV Aid and for Public Institutions Only Those Paying the Resident Rate)



Average Net Price for Fall 2015 New Freshmen From Families Earning \$110,000 or Less

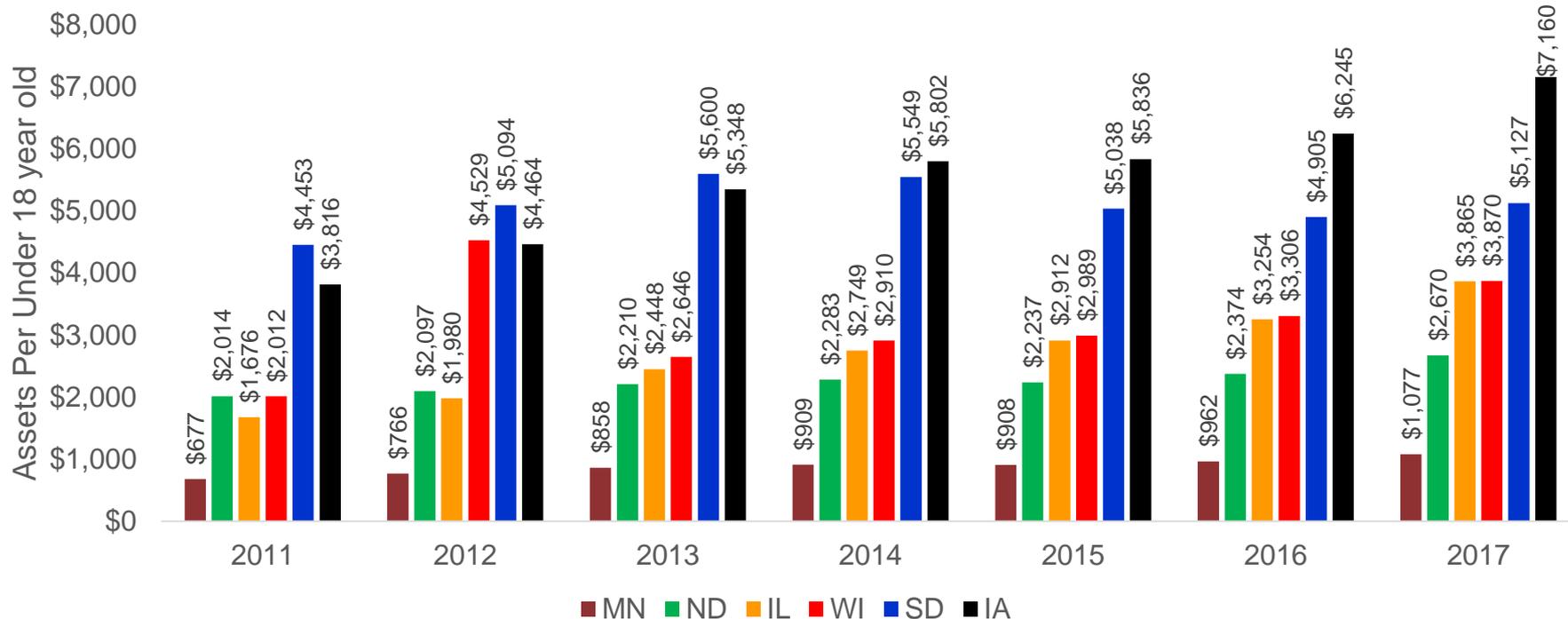
(Students Receiving Title IV Aid and for Public Institutions Only Those Paying the Resident Rate)



COLLEGE SAVINGS



Annual Assets Saved for College in Upper Midwest States per Child (includes anyone under 18 years old)



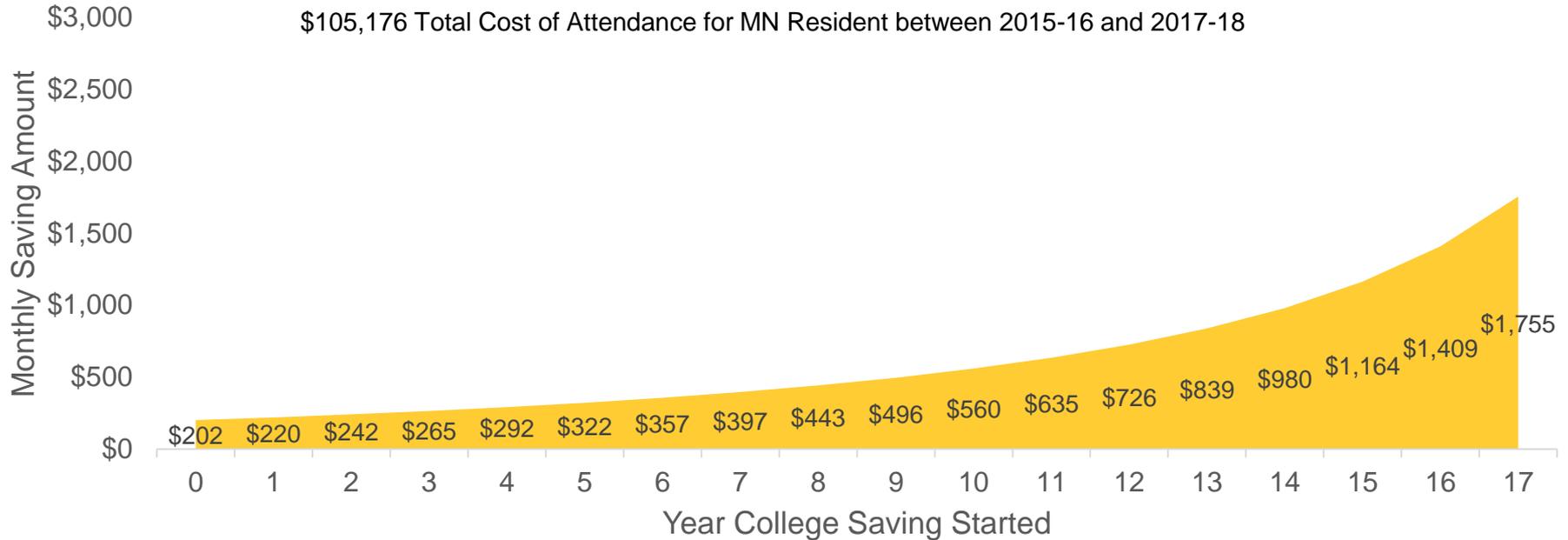
Source: Federal Reserve & US Census

Includes assets held in 529 Plan.



Monthly Savings Need to Cover the Full Cost of Attendance for Four Years By End of College

\$105,176 Total Cost of Attendance for MN Resident between 2015-16 and 2017-18



■ Monthly Saving Needed through Age 22

*Assumes 7% annual return on investments and full \$105,176 cost will be saved by end of college.



FINANCIAL LITERACY



Financial Literacy/Education



Live Like a Student Initiative

Budgeting and setting financial goals
Understanding loans and repayment
Understanding credit



Financial Wellness Appointments

One student said, "Because of this meeting, I probably won't be switching universities."



Educating Advisors

Assist students in understanding:

Financial value in timely graduation

Limitations of certain types of aid

Potential large impact of withdrawing from even one class



Educating Students

"I ended up logging into the loan site to see what my estimated payment will be once I graduate."

"Made me evaluate borrowing and staying in school to finish my education."

Helping Students Understand Their Borrowing

3 years presenting borrowing history notice

- Includes repayment amount
- Comparison info for other students
- In front of 'accept/decline' for financial aid

Summer 2019 incorporate in MyU Portal:

- Debt history
- Financial aid history
- Current status of time-bound aid gift aid

Your Borrowing History

Student Loan Debt Estimate

SGoldy Gopher

Student ID: 1234567

This estimate of your student loan indebtedness is NOT a complete and official record of your student loan debt.

Federal loans you have borrowed as of 4/9/2018; Parent PLUS loans taken out on your behalf are not listed.

Direct Subsidized Loan	\$4,500
Direct Unsubsidized Loan	\$2,000
Your estimated Total Student Loan Debt:	\$6,500
Your estimated Monthly Payment	\$67
(based on standard 10-year repayment plan and current 4.45% interest rate)	

Average Student Loan Debt for University of Minnesota, Twin Cities graduates:

Average Undergraduate Loan Debt (excluding PLUS loans):	\$26,068
Average Monthly Payment (based on standard repayment plan):	\$269

Graduating on time is the most effective way to reduce your college education costs. Work with your advisor to stay on track academically and make progress toward graduation.

How Students Pay For College

- Per year snapshot
- Loan amounts: \$0 to \$8500
- Parental contribution: \$0 to \$9000
- Scholarships: \$4000 to \$15,000
- Grants: \$0 to \$17,000
- Personal savings/Work: \$0 to \$3000

Snapshots of How Students Pay for College

- **Student A**

- Loans: \$8,462
- Scholarships: \$6,515
- Grants: \$17,064
- Work Study: \$3,500

- **Student B**

- Loans: \$7,500
- Scholarships: \$12,750
- Grants: \$3,000

- **Student C**

- Loans: \$5,000
- Scholarships: \$4,000
- Parents: \$9,000

- **Student D**

- Scholarships: \$14,500
- Grants: \$1350
- Savings: \$7000
- Fee waiver: \$2000

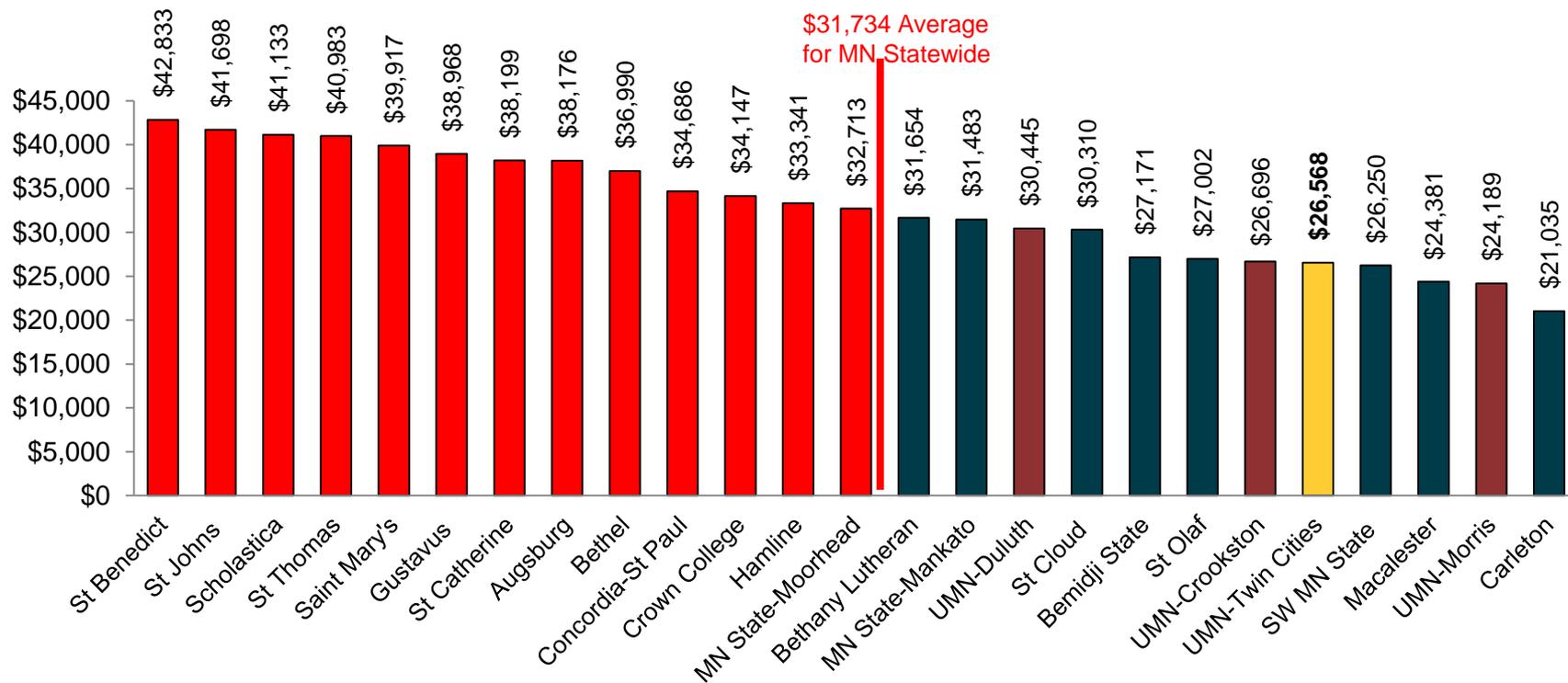
- **Student E**

- Scholarships: \$15,000
- Work/Savings: \$3000
- Parents: \$1000

- **Student F**

- Scholarships: \$8,000
- Pell Grant: \$2,150
- MN State Grant: \$6,900

Average Student Loan Debt for 2017 Bachelor's Degree Recipients at Minnesota Colleges/Universities (only includes New Freshmen entrants)



Source: US News 2019/Common Data Set 2017-18; Institute for College Access & Success



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 7, 2019

AGENDA ITEM: Consent Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Robert B. McMaster, Acting Executive Vice President and Provost

PURPOSE & KEY POINTS

To seek Board approval of the 2019 Postsecondary Planning: Joint Report to the Minnesota Legislature; approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes; and conferral of tenure for outside hires, as outlined below.

I. Request for Approval of the 2019 Postsecondary Planning: Joint Report to the Minnesota Legislature

This report is produced jointly by Minnesota State and the University of Minnesota, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7. The report reflects the long-term, ongoing, effective working relationship between the two systems to develop and coordinate joint post-secondary programs in the Twin Cities and throughout Minnesota.

II. Request for Approval of the 2019 MnDRIVE Biennial Report to the Minnesota Legislature

This report is prepared and submitted to the Minnesota Legislature biennially, as required by Minnesota Session Laws 2013, Regular Session, Chapter 99, Article 2, Section 19, Subdivision 3. The report includes key metrics and results of the MnDRIVE program.

III. Request for Approval of New Academic Programs

- Medical School (Twin Cities campus)—Create fellowship in Gynecologic and Breast Pathology
- College of Science and Engineering (Twin Cities campus)—Create B.A. and B.S. degrees in Environmental Geosciences
- College of Continuing and Professional Studies (Twin Cities campus)—Create B.S. degree in Health and Wellness
- College of Liberal Arts (Twin Cities campus)—Create graduate minor in Race, Indigeneity, Gender, and Sexuality

- College of Liberal Arts (Duluth campus)—Create Master of Professional Studies in Multidisciplinary Research and Creativity
- College of Liberal Arts (Duluth campus)—Create B.A. degree in Cognitive Science
- Morris Campus—Create undergraduate minor in Jazz Studies
- Morris Campus—Create undergraduate minor in Sustainability Leadership

IV. Request for Changes to Academic Programs

- College of Liberal Arts (Duluth campus)— Create sub-plans in General History and Public History within the B.A. degree in History
- College of Education and Human Development (Twin Cities campus)—Change the name of the Ph.D. degree in Child Psychology to Developmental Psychology
- College of Liberal Arts (Twin Cities campus)—Deliver the M.S. degree in Scientific and Technical Communication fully online
- Rochester Campus—Add new delivery site to the B.S. degree in Health Professions

V. Request for Approval of Discontinued Academic Programs

- School of Public Health (Twin Cities campus)—Discontinue Ph.D. degree in Molecular and Systems Toxicology
- College of Education and Human Service Professions (Duluth campus)—Discontinue the Post-baccalaureate certificate in Autism Spectrum Disorders
- College of Liberal Arts (Duluth campus)—Discontinue the Master of Liberal Studies

VI. Request for Conferral of Tenure for Outside Hires

- Patrick Nachman, Professor with tenure, Department of Medicine, Medical School
- Ziad Nahas, Professor with tenure, Department of Psychiatry, Medical School

VII. Request for Conferral of Tenure for Internal Hire

- Marco Pravetoni, Associate Professor with tenure, Department of Pharmacology, Medical School

BACKGROUND INFORMATION

Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7. POSTSECONDARY SYSTEMS: As part of the boards' biennial budget requests, the board of trustees of the Minnesota state colleges and universities and the board of regents of the University of Minnesota shall report to the legislature on progress under the master academic plan for the metropolitan area. The report must include a discussion of coordination and duplication of program offerings, developmental and remedial education, credit transfers within and between the postsecondary systems, and planning and delivery of coordinated programs. In order to better achieve the goal of a more integrated, effective, and seamless postsecondary education system in Minnesota, the report must also identify statewide efforts at integration and cooperation between the postsecondary systems.

Minnesota Session Laws 2013, Regular Session, Chapter 99, Article 2, Section 19, Subdivision 3. MINNESOTA DISCOVERY, RESEARCH, AND INNOVATION ECONOMY FUNDING PROGRAM: By March 1 of each odd-numbered year, the Board of Regents of the University of Minnesota must

provide to the chairs and ranking minority members of the legislative committees with primary jurisdiction over higher education policy and finance a summary report of investments and accomplishments related to funds received from the state under subdivision 2 from the prior biennium.

Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

Board of Regents Policy: *Reservation and Delegation of Authority*, calls for tenure and/or promotion recommendations, and reports submitted to the Minnesota Legislature to be brought before the Mission Fulfillment Committee for action.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the Consent Report.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 7, 2019

AGENDA ITEM: Consent Report – **REVISED**

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

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PRESIDENT'S RECOMMENDATION

The President recommends approval of the Consent Report.

**POSTSECONDARY PLANNING:
A JOINT REPORT
TO THE MINNESOTA LEGISLATURE**

February 2019

Minnesota State

University of Minnesota

For further information or additional copies, contact:

**Office of Government Relations
University of Minnesota
612-626-9234
government-relations.umn.edu**

or

**Minnesota State
651-201-1800
1-888-MINNESOTA STATE4U
www.MinnState.edu/media/publications/**

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*Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7. POSTSECONDARY SYSTEMS
As part of the boards' biennial budget requests, the board of trustees of the Minnesota State Colleges and Universities and the board of regents of the University of Minnesota shall report to the legislature on progress under the master academic plan for the metropolitan area. The report must include a discussion of coordination and duplication of program offerings, developmental and remedial education, credit transfers within and between the postsecondary systems, and planning and delivery of coordinated programs. In order to better achieve the goal of a more integrated, effective, and seamless postsecondary education system in Minnesota, the report must also identify statewide efforts at integration and cooperation between the postsecondary systems.*

Executive Summary

The 2019 Postsecondary Planning Report is the ninth report produced jointly by Minnesota State and the University of Minnesota, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7.

The report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint postsecondary programs in the Twin Cities and throughout Minnesota.

Collaborative Programs

- During the past 18 years, the number of formal academic collaborations and partnerships between the University of Minnesota and Minnesota State has grown from 60 to over 400 programs and services.
- Increasingly sophisticated library and information technology resources are jointly available to University of Minnesota and Minnesota State students and citizens throughout the state; these joint resources are heavily used for learning and research.

Program Duplication

- There is very little duplication of programs in the metropolitan area between the University of Minnesota and the Minnesota State. Among the 1,800+ degree programs available at the University of Minnesota–Twin Cities and metropolitan-area offerings of Minnesota State, only 50 are similar enough in content to be considered duplicative, and most of these are in high-demand fields.
- Both systems monitor and evaluate their own programs for possible duplication and overlap.

Credit Transfer

- Effective credit transfer policies are a central component of the cooperation and collaboration between Minnesota State and the University of Minnesota.
- The two systems have established and improved cooperative inter-system transfer programs, including articulated transfer standards, the Minnesota Transfer Curriculum, and electronic transfer data software systems.
- All institutions in the Metro Alliance of Minnesota State and the University of Minnesota offer all or part of the Minnesota Transfer Curriculum.
- The two systems have worked together to make “reverse transfer” opportunities available for students whose associate degrees can be completed after transfer.

College Readiness and Under-Prepared Students

- The two systems, through the P–20 Education Partnership and other alliances and programs, work cooperatively to meet the needs of under-prepared students and prepare increasingly diverse student populations and all K–12 students for postsecondary education opportunities.

I. INTRODUCTION

Minnesota State and the University of Minnesota are pleased to submit this joint report on postsecondary planning, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7.

The 2019 report responds to the topics requested by the Minnesota Legislature and reflects the extensive and ongoing collaboration between the two systems providing public higher education in Minnesota. While individual cooperative initiatives have been in operation for decades, the higher education systems (and other primary stakeholders) have solidified their commitment to develop and coordinate joint postsecondary programs for the metropolitan area through formal agreements.

The 2019 report was produced cooperatively by representatives from the Office of the Executive Vice President and Provost at the University of Minnesota and from the Office of the Senior Vice Chancellor for Academic and Student Affairs at Minnesota State.

Mission Differentiation

Collaboration between Minnesota State and the University of Minnesota is grounded in the distinct and different missions of the two systems, as established by State Statute 135A.052: Postsecondary Missions:

Subdivision 1. Statement of missions. The legislature recognizes each type of public postsecondary institution to have a distinctive mission within the overall provision of public higher education in the state and a responsibility to cooperate with each other. These missions are as follows:

- (1) the technical colleges shall offer vocational training and education to prepare students for skilled occupations that do not require a baccalaureate degree;*
- (2) the community colleges shall offer lower division instruction in academic programs, occupational programs in which all credits earned will be accepted for transfer to a baccalaureate degree in the same field of study, and remedial studies, for students transferring to baccalaureate institutions and for those seeking associate degrees;*
- (3) consolidated community technical colleges shall offer the same types of instruction, programs, certificates, diplomas, and degrees as the technical colleges and community colleges offer;*
- (4) the state universities shall offer undergraduate and graduate instruction through the master's degree, including specialist certificates, in the liberal arts and sciences and professional education; and*
- (5) the University of Minnesota shall offer undergraduate, graduate, and professional instruction through the doctoral degree, and shall be the primary state supported academic agency for research and extension services.*

Collaboration History

Minnesota State and the University of Minnesota have a long history of collaboration. Many of the partnerships between the two systems and their institutions pre-date the 2003 legislative requirement for this planning report as well as the merger of the state colleges and universities systems.

Efforts over the past two decades include joint planning to leverage limited financial resources, coordinating upper-division programs in the Twin Cities, responding to Twin Cities metropolitan area growth, improving credit transfer between the two systems statewide, and serving traditionally under-represented populations.

II. COLLABORATIVE PROGRAMS AND SERVICES

Minnesota State and the University of Minnesota share an obligation to increase options for Minnesota citizens who desire postsecondary education and seek lifelong learning opportunities. The two systems are committed to supporting collaborative efforts to respond to the changing needs of metropolitan-area students, and to have a measurable impact on the outcomes of underserved students who wish to pursue various paths to postsecondary.

Analysis of program data from both systems illustrates that the academic programs of Minnesota State and the University of Minnesota complement one another, following their clearly differentiated missions. For example, there is a distinct difference in the levels of degrees awarded. Minnesota State dominates in degrees awarded at the associate level. By contrast, the University of Minnesota offers the largest number of post-baccalaureate degrees in Minnesota's public higher education sector and invests considerable resources in research and public service, unique components of its statutory mission.

This section of the report describes in more detail the broad range of ways in which the two systems collaborate while minimizing program duplication. These efforts include:

- Academic Program Partnerships
- Minnesota Cooperative Admissions Program (MnCAP)
- Rochester Partnership
- Center for Allied Health Programs and HealthForce Minnesota
- University of Minnesota Extension
- Library and Information Technology Resources
- eLearning Initiatives
- Other Collaborative Initiatives

Academic Program Partnerships

During the past 18 years the number of formal academic collaborations and partnerships between the University of Minnesota and the colleges and universities of Minnesota State has grown from 60 to over 400 academic programs and services, including collaborative activities to share resources, knowledge, and strategies for advancing higher education across Minnesota.

Collaborative undergraduate programs between the University of Minnesota and Minnesota State are known as “2+2” agreements. These agreements allow students enrolled in one system to apply approved coursework toward completion of a degree at an institution in the other system. Applied baccalaureate programs allow students to build focused University of Minnesota baccalaureate programs based on approved community college coursework. In addition, collaboration between the two systems allows students to complete a limited number of University of Minnesota graduate and professional programs while in residence at colleges and universities in Minnesota State. Collaborative programs between the two systems are listed in Appendix A.

Minnesota Cooperative Admissions Program (MnCAP)

MnCAP is a cooperative arrangement between the University of Minnesota–Twin Cities and Minnesota State. It provides access to the University of Minnesota for students wishing to transfer from one of the participating metro-area community colleges. MnCAP began as a pilot program in 2000 with three Metro Alliance community colleges and the University’s College of Liberal Arts. Since its inception, MnCAP has grown to include the seven metropolitan area community colleges (Anoka-Ramsey Community College, Century College, Inver Hills Community College, Minneapolis Community & Technical College, Normandale Community College, North Hennepin Community College, Saint Paul College) and six undergraduate colleges at the University of Minnesota–Twin Cities.

Students enrolled in MnCAP are guaranteed transfer admission to one of the participating University of Minnesota colleges and majors when they meet certain conditions. Students enrolling in this program work closely with dedicated staff at the community colleges and the University of Minnesota Office of Admissions to define the specific conditions for transfer.

Rochester Partnership

In 2006, the University of Minnesota–Rochester (UMR) became the fifth campus of the University system. As a campus, UMR is charged with providing high-quality academic, research, and public engagement programs emphasizing health sciences and related fields. UMR is focused on serving the economic and educational needs of southeastern Minnesota through complementary and cost-effective public and private partnerships across the region and state. The campus is showing significant results with high retention rates and high four-year graduation rates in the general student population, as well as with underserved student populations.

In 1917 Winona State University began delivering courses in Rochester (WSUR) in collaboration with Rochester Community and Technical College. As a branch campus, WSUR provides undergraduate degrees in teacher education, nursing, social work, computer science, and business. WSUR also delivers graduate degrees in nursing, counselor education, leadership education, and several graduate certificates to meet workforce needs of the region.

UCR Partners: The center known as University Center Rochester (UCR) was formally dissolved in 2015; however, the partnerships with Rochester Community and Technical College (RCTC) and Winona State University (WSU) are still active. UMR continues to work with RCTC and WSU on education and community engagement. The UMR chancellor meets with RCTC and WSU leaders throughout the year to discuss educational planning and campus development and to explore opportunities to serve the region. UMR has focused educational structure offerings and does not duplicate programs currently available from other institutions, unless the capacity is necessary to meet additional industry demand.

UMR delivers a collaborative undergraduate degree program, the Bachelor of Science in Health Professions (BSHP), with the Mayo School of Health Sciences. This program creates pathways to licensures and certifications in specific health care professions. Students can prepare for admission to the BSHP program at UMR or select Minnesota State colleges and universities. UMR also works

extensively with other branches of Mayo Clinic's College of Medicine to provide undergraduate research, volunteer, and work opportunities.

RCTC delivers a variety of associate degrees (AS, AAS, AA) with many articulation agreements with Winona State University through its Path to Purple programs. WSU delivers its doctoral nursing program, teacher licensure programs (undergraduate and graduate), business administration, accounting, computer science, and social work programs in Rochester. UMR students are able to include upper division academic programming at WSU in their fourth-year capstone experiences if it reflects their interest of study and is pre-approved. UMR also participates in the HealthForce Minnesota initiative, which is a Minnesota State Center of Excellence. They are sharing with UMR their high school curricular development efforts and deployment in high schools and UMR is looking at how that academic programming and information may prove helpful in identifying future successful baccalaureate degree candidates for recruitment to UMR's BSHS program.

Winona State University Rochester is focused on workforce-relevant programming and serves the community through programs that are immersed in several locations including Rochester Community and Technical College, downtown Rochester, and Riverside Elementary (Rochester Public Schools).

In addition to academic collaborations, UMR, RCTC, and WSU continue joint efforts in community outreach, marketing, and institutional research. Decisions on collaborative efforts are based on mutual benefit, cost efficiencies, and impact on prospective or existing students. One example of a coordinated effort is the STEM Forward program (formerly the Rochester Area Math Science Partnership), which provides PK–12 teachers with the best available professional development opportunities in science and mathematics. The partnership includes: Mayo School; IBM-Rochester; Southeast Minnesota Cooperative, Workforce Development, Inc.; 11 southeastern Minnesota PK–12 school districts; and UMR, WSU, and RCTC.

Together, UMR, RCTC, and WSU actively participate in the community-based advocacy group Greater Rochester Advocates for Universities and Colleges to promote innovative practices that leverage the resources of public higher education resources to best serve students, employers, and the community. All three institutions are also active in the Rochester Area Chamber of Commerce's HUB Source workforce internship initiative and the community-based Cradle to Career workforce development initiative.

Center for Allied Health Programs and HealthForce Minnesota

Center for Allied Health Programs: The Academic Health Center (AHC) at the University of Minnesota developed the Center for Allied Health Programs in 2006 to address increasingly serious workforce shortages of allied health professionals in Minnesota. The Center was designed to increase workforce production in a financially sustainable model; coordinate the production of an allied health workforce with the Minnesota State system to avoid duplication and more efficiently deploy resources; collaborate with private health systems and leaders to educate students with current and specialized skills; and produce the next generation of allied health professions researchers and faculty members.

The goal of the model is to develop a platform that is flexible, meets learner and workforce needs, has multiple higher education and location access points, and is a collaboration of multiple private and

public partners. The Center is developing signature academic partnerships with learners and communities, with health care and other industries, and with Minnesota State and other higher education institutions. For more information, see alliedhealth.umn.edu.

HealthForce Minnesota: As a Minnesota State Center of Excellence, HealthForce Minnesota is a collaborative partnership of education, industry, and community organizations that was created to increase the number and expand the diversity of healthcare workers, to integrate health science education practice and research, and to build capacity for education and industry to collaborate to enhance patient care.

The University of Minnesota medical laboratory sciences program established academic affiliations with Minnesota State University, Mankato and St. Cloud State University to enable students to complete their professional year of courses through the University of Minnesota Medical Laboratory Sciences (MLS) program. Each year, between five and ten students from these Minnesota State schools complete the NAACLS-accredited U of M MLS program, but receive their degree from their Minnesota State home school. MLS faculty and staff have developed transfer guides that Minnesota State institutions use to assist students as they prepare for the MLS program and application process. For more information, see alliedhealth.umn.edu/medical-laboratory-sciences-mls/prospective-students/planning-guides.

University of Minnesota medical laboratory sciences faculty and staff are also active participants in the HealthForce Minnesota Clinical Laboratory Work Group, operated out of Winona State University. Members throughout the state—including educators from the University of Minnesota, St. Cloud State University, Winona State University, Saint Paul College, North Hennepin Community College and employees from Allina, Fairview, HealthEast, Children’s of Minnesota, and Regions Hospital/Health Partners—meet monthly to discuss issues that have an impact on workforce needs.

A **Clinical Laboratory Workforce Summit** was held in October 2017 to focus on clinical placement capacity. Planned by the HealthForce Minnesota Clinical Laboratory Workgroup, the summit featured faculty presentations and significant engagement from the University of Minnesota and Minnesota State medical laboratory faculty.

The Clinical Coordination Partnership (TCCP) was formed to enhance nursing workforce development in Minnesota and Wisconsin by developing collaborative partnerships among educational programs and their clinical partners with a goal to maximize clinical rotation sites through scheduling coordination, student onboarding standardization, and faculty development. TCCP consortium members include nursing programs at the University of Minnesota, Minnesota State, Minnesota private colleges, and colleges/universities in Wisconsin, North Dakota, and South Dakota. Clinical partners include Allina Health system, Children’s Hospitals and Clinics, Fairview Health System, Essentia Health, HCMC, North Memorial, Park Nicollet, Mayo Clinic and Health System, Gunderson Health System, HealthPartners, HealthEast Care System, and many others. TCCP now has 52 education partners and 78 clinical partners.

TCCP is a self-sustained membership-funded entity within HealthForce Minnesota. Education and clinical partners pay a membership fee to support its staffing, maintenance, and continued development. The University of Minnesota and Minnesota State have representatives on TCCP’s Chair

Committee, Advisory Committee, and Advanced Practice Practitioner Committee. For more information, see <https://clinicalcoordination.org/>.

Other Collaborations: The Healthcare Education Industry Partnership (HEIP) Council has been in existence since 1998. It is staffed by HealthForce Minnesota and meets quarterly to discuss and plan for strategic workforce and education issues across the state. The University of Minnesota is an active member of this group.

The **Minnesota Simulation for Healthcare Education Partnerships** (MnSHEP) is convened by HealthForce Minnesota to promote simulation excellence by providing evidence-based resources and support for educators. MnSHEP fosters academic/practice partnerships to promote research and provide collaborative learning opportunities in simulation. There are 300 members including industry partners, private and public colleges, and university educators. MnSHEP has an advisory board with representation from the University of Minnesota Nursing Program.

HealthForce Minnesota offers more than 15 Scrubs Camps throughout Minnesota. Presenters at Scrubs Camp come from the healthcare industry and Minnesota State, U of M, and private college faculty. The U of M's College of Veterinary Medicine and School of Dentistry students participated in several Scrubs Camps. Students at the Fond du Lac Tribal and Community College went to UMD for an evening planetarium activity.

University of Minnesota Extension

University of Minnesota Extension collaborates with Minnesota State across the state in areas such as agriculture, food, children and youth, strengthening communities, and economic development.

Faculty and staff from Minnesota State work with University of Minnesota extension educators to deliver an array of education and training programs. For instance, educators from both systems provide information and education for students enrolled in the Minnesota Farm Business Management Education and other college and university agriculture, food, and natural resource programs. Likewise, educators from both systems provide professional and continuing education for faculty and staff. System leaders also cooperate in developing strategies to address the economic and community development opportunities and challenges facing Minnesotans.

Library and Information Technology

MnLINK: In 2002, the University of Minnesota and Minnesota State jointly implemented MnLINK, a partnership among academic, public, and K–12 libraries statewide, funded through Minnesota's Office of Higher Education. MnLINK enables access to library catalogs and the sharing of library resources throughout the state. Students and faculty have better access to the collections of both higher education systems using the online system. For more information: www.mnlink.org.

Minitex Library Information Network (Minitex): Based within the University of Minnesota's University Libraries, Minitex provides significant resource-sharing capabilities to more than 2,200 libraries within the state. Minitex facilitates the delivery of books and journal articles to patrons statewide. The majority of Minnesota State requests (~50,000 annually) are filled from the collections

of the University of Minnesota Libraries. Most requests for journal articles are scanned and electronically delivered to the desktops of students and faculty, sometimes within hours. Book loans are delivered overnight through the Minitex delivery system.

Minitex also licenses electronic content, often drawing on the base agreements for the University of Minnesota (notable collections in health sciences and scientific areas). Minnesota State faculty and students benefit by inclusion in these agreements, providing access to significant electronic content. For more information, see <http://www.minitex.umn.edu/Electronic/> and <http://www.elm4you.org/>.

Minnesota Digital Library (MDL): The Minnesota Digital Library is a collaborative undertaking initiated by the University of Minnesota and Minnesota State’s university libraries. MDL provides infrastructure and support for digitization of library, museum, and historical society collections. Administratively managed by Minitex, the MDL has digitized and delivered over 280,000 images, documents, and maps contributed by 190 cultural heritage institutions across Minnesota. MDL has further partnered with K–12 teachers to develop multimedia educational modules and primary source sets based on these resources. For more information, see <http://reflections.mndigital.org>.

In 2013, MDL was selected as an original hub for the Digital Public Library of America (DPLA), a national network of state and regional digital libraries in the United States. The DPLA brings together digitized and born-digital content from across the country into a single access point for end users, and provides an open platform for developers. In addition to the cultural heritage organizations contributing content to MDL, additional organizations such as Minnesota Public Radio, Minnesota Historical Society, and the Minneapolis Institute of Arts have contributed metadata via MDL to DPLA, enabling broad access to their digital resources. For more information, see <http://dp.la/>.

Professional Development: The University of Minnesota Libraries and Minitex sponsor numerous professional development events for librarians and library staff in the state, including those from University of Minnesota and Minnesota State. Over 5,500 academics, librarians, and/or students attend a wide range of conferences as well as workshops targeted for individual institutions in Minnesota State.

Minnesota Libraries Publishing Project: The UMN and MN State libraries participate in the Minnesota Libraries Publishing Project. This project promotes scholarship and publishing through academic libraries. The project brings librarians together to share ideas and approaches to open publishing activities, from open textbooks and open educational resources (OER) to scholarly monographs and student projects and literary works.

eLearning

Minnesota Learning Commons (MnLC): The majority of Minnesota State/U of M eLearning collaboration occurs through the MnLC, a joint powers agreement between the University of Minnesota, Minnesota State, and the Minnesota Department of Education. MnLC’s mission focuses on supporting “public educators teaching in online, blended, and digital learning environments.” By identifying strategies where Minnesota’s public education sector can work on issues that could be better accomplished together than alone, the MnLC provides greater benefit, and better use of limited

resources to lower costs and reach broader audiences. The MnLC website (mnlc.info) provides access to professional development and networking opportunities for faculty and instructional support staff.

Specific MnLC programs and services include:

- The **Minnesota eLearning Summit** is a high-quality conference and networking venue for college, university, and K-12 educators and innovators in Minnesota who are committed to effective online and blended learning. In 2018, over 260 individuals registered for the Summit to participate in sessions from their colleagues and to hear keynoters Bryan Alexander (internationally known futurist, researcher, and writer) and Goldie Blumenstyk (reporter and editor for the *Chronicle of Higher Education*). The 2019 eLearning Summit is scheduled for early August in the Twin Cities.
- **Quality Matters (QM):** QM is a national faculty-centered peer review process designed to certify the quality of online courses. Based on best practices and rigorous research, QM provides rubrics, national course certifications, and training to faculty who are teaching online or hybrid courses. This program is paid for and coordinated jointly by Minnesota State and the University of Minnesota. A Quality of Online Courses Special Interest Group (SIG) provides additional collaboration opportunities.
- **MnLC Special Interest Groups:** Additional groups include *Open Education Resources (OER)* that brings together those working on OER and affordable content solutions with the goal of sharing best practices and collaborative opportunities; *Digital and Information Literacy* addressing critical competencies needed by 21st century learners; *Faculty Development* to review and share evidence-based practices, and *Innovation* including topics such as competency-based education, virtual reality/augmented reality, micro-credentialing, and learning analytics.
- **State and Federal Regulatory Compliance for Online Learning:** Minnesota State and the University of Minnesota Provost's Office, through the MnLC, are working with the Minnesota Office of Higher Education in the State Authorization Reciprocity Agreement (SARA) to promote multi-state regulatory compliance with distance education regulations. By working jointly under SARA, both Minnesota State and the U of M have saved money and staff time. Currently all five University of Minnesota campuses and 26 of the Minnesota State colleges and universities have joined SARA.
- **Monthly Webinars for Joint Staff/Faculty Development:** For the last several years, the MnLC continued the monthly "Best of Summit" webinars on a wide variety of topics from "Creating a Culturally Proficient School System by Leveraging Technology as a Catalyst for Change (Burnsville-Eagan-Savage school district) to "Inclusivity: Universal Design Strategies for the Online Classroom" (U of MN Office of Equality and Diversity).
- **Annual Report of Public Online Learning in Minnesota:** The MnLC partners also collaborate on the annual report summarizing the state of online offerings in Minnesota's public education institutions (higher ed and K-12).

In addition to the MnLC, the U of M and Minnesota State partner in these eLearning related areas:

- **The Minnesota Eligible Training Provider List:** Related to the new DEED database of the Career and Education Explorer Project, both the U of M and Minnesota State are working

closely with DEED to provide non-credit and credit-based data feeds so that the WorkForce Centers will have the most comprehensive listings of credit-based and non-credit courses and programs and provide targeted educational opportunities for displaced workers.

- **Media Management System:** The University of Minnesota, Minnesota State, and Learning Network of Minnesota have a collaborative working agreement to provide shared media services statewide.

Learning Network of Minnesota: All Minnesota State and University of Minnesota institutions are members of one of the six Learning Network of Minnesota (LNM) regions. Developed as a result of Legislative action in 1993, the LNM supports core network and online learning services infrastructure across the state. These services include video conferencing, web conferencing, and streaming media and voice communications. In addition, the LNM funds network bandwidth to many campuses. Each region is governed by a board of directors including representatives from corresponding institutions. There is also a statewide Learning Network of Minnesota board of directors that has Minnesota State and University of Minnesota system and institutional representation.

Other Collaborative Initiatives

Healthy Campus Initiative: Minnesota State and the University of Minnesota continue to work together to advance the goals of the Healthy Campus Initiative, developed by the University of Minnesota Boynton Health (BH) in 2004 with initial funding from BlueCross and BlueShield of Minnesota and ClearWay Minnesota. As part of this collaboration, the University of Minnesota and Minnesota State together administer the College Student Health Survey, a comprehensive survey of undergraduate and graduate students across Minnesota. In 2013, 25 campuses participated in the survey and received extensive reports about the health status of their student population. The Minnesota State system office also funded an additional focus for this study that gathered data on the specific health-related issues of students who are veterans; a special veterans report was produced for each year between 2008 and 2013. Since 2013, 36 Minnesota State institutions participated in the College Student Health Survey. The survey is administered annually and schools participate voluntarily and provide support to cover the cost of administering the survey. The mix of participating schools differs each year. This collaboration between Minnesota State and BH has led to the creation of new policies, programs, and services aimed at improving the health of students, staff, and faculty that are part of the Minnesota State and University of Minnesota systems.

North Star STEM Alliance: The North Star STEM Alliance is a partnership of 14 higher education institutions, including the University of Minnesota and six Minnesota State colleges and universities, as well as the Science Museum of Minnesota, Minnesota High Tech Association, and the Minnesota Minority Education Partnership. Among the goals of the Alliance are to double the number of underrepresented students receiving bachelor's degrees in science, technology, engineering, and math among partner institutions in a five-year period and generally encourage greater diversity and inclusion on partner campuses. The North Star STEM Alliance supports these goals through community building conferences, peer-to-peer learning, undergraduate research opportunities, programs to help students successfully bridge to college and university-level STEM programs, industry internships, professional development, and publicity of current research in STEM fields.

Minneapolis College Student Health Clinic: University of Minnesota Boynton Health Service has operated a Minneapolis College (previously Minneapolis Community and Technical College) Student Health Clinic since November 2009. The clinic is operated under a Minnesota State service agreement, which has been extended through an RFP process. Funded through the Student Life Fee with in-kind support by Minneapolis College administration for facilities, maintenance, and capital equipment, the Minneapolis College Student Health Clinic provides primary care, mental health, and laboratory and radiology services during the academic year, including limited service during the summer. The clinic serves approximately 950 unique students per year and provides over 1,700 visits. Clinical and public health staff from Boynton Health Service are also engaged with Minneapolis College staff to coordinate campus health and wellness initiatives.

Oral Health Practitioner Initiatives: Concerns about serious gaps in dental care access and increasing costs prompted the University of Minnesota School of Dentistry and Minnesota State to consider proposing programs to educate “mid-level” dental providers—dental professionals new to the continental United States but recognized members of dental care teams in many other industrialized nations.

A delegation—including faculty and administrators from the University of Minnesota School of Dentistry, dentistry practitioners, and representatives from Minnesota State—visited dental therapy programs in Canada, New Zealand, and England to gather information about best educational practices and how mid-level dental providers can be effectively deployed.

The University of Minnesota School of Dentistry has implemented a bachelor of science in dental therapy (BSDT) and a master’s of dental therapy (MDT). Graduates of these programs perform dental assessments and treatments that go beyond those of dental hygienists or dental assistants, but are still more limited in scope than those provided by dentists.

In 2006, Minnesota State approved a master of science degree in oral health practice, offered by Metropolitan State University. The program admits baccalaureate-prepared dental hygienists with significant clinical experience and prepares them to deliver a carefully designed scope of practice in a range of underserved settings. The practice model is team-centered and governed by detailed collaborative management agreements with practicing Minnesota dentists. These programs will help to provide professionals to work with underserved populations within Minnesota.

The University of Minnesota School of Dentistry and Minnesota State are partnering to develop a common practice model between the two institutions and for the State of Minnesota. Both programs will be focused on educating graduates to practice as an advanced dental therapist, which is the top of the legislatively approved practice model. The two systems are also collaborating on revising and enhancing their educational model to provide the most cost effective, trained practitioner with the best chance of long-term employment.

Minnesota State and University of Minnesota School of Dentistry are working with dental providers, health plans, and government agencies—including Department of Human Services, Minnesota Department of Health, Hennepin County—and other counties across the state to propose a first-in-the-nation, outcomes-based public health payment system for oral health. This system is being proposed for consideration and funding in the next legislative session. This effort is part of ongoing leadership

coordination between the oral health education programs and safety net providers in the state of Minnesota.

Hibbing Community College Dental Clinic: The Hibbing Community College Dental Clinic, a community-based dental clinic in Northeast Minnesota, is a partnership among the University of Minnesota School of Dentistry, Hibbing Community College, and the city of Hibbing. The clinic has significantly increased access to dental care for uninsured, underserved, and public program patients in the ten-county region of northeast Minnesota, while providing a critical outreach experience for dental and dental hygiene students. Since its opening in 2002, over 150,000 patient procedures have been provided and over 1,100 students have benefitted from the program.

Wellness Courses: Two online wellness courses developed by the University of Minnesota are taught on Minnesota State campuses. The one-credit courses are among several developed by the Rothenberger Institute in the University of Minnesota School of Public Health, which collaborates with Minnesota State on curriculum sharing, faculty development, and online course site development. The course “Alcohol and College Life” has been offered since 2006 at Inver Hills Community College. The course is also offered at Vermilion Community College and required of all Associate of Arts degree-seeking students. Inver Hills also offers the course “Sleep, Eat & Exercise.” Anoka Ramsey Community College offers a customized course combining lesson content from both programs and it also used as a required online textbook for a four-credit wellness course, “HPER 1120: Wellness for Life.”

III. PROGRAM DUPLICATION

There is limited duplication of academic programs offered in the Twin Cities metropolitan area (see Tables 1 and 2). The University offers no associate degrees in the metropolitan area, while Minnesota State offers four doctoral degrees and no first professional degrees in the metropolitan area. A comparison of baccalaureate and graduate programs offered by the University of Minnesota–Twin Cities, Metropolitan State University, and other state universities offering programs in the Twin Cities reveals an apparent overlap of 50 programs (out of a total of 112 baccalaureate, master’s and doctorate degree programs offered by state universities, and 446 similar degree programs at the University of Minnesota). However, the following must be considered in regard to instances of duplication:

- Overlap may be in name only, and not substantively duplicative program offerings;
- In areas such as business- and health-related fields, sufficient need exists in the metropolitan area for degrees to be offered by both systems; and
- The two systems serve different student populations both in selectivity and patterns of enrollment (full-time vs. part-time) that lead to variances in programs and types of delivery.

The distribution of specific degree programs and patterns of enrollment for Metro Alliance institutions and the University of Minnesota’s Twin Cities campus follows statewide patterns. Analysis reveals appropriate distribution among public providers for high-demand areas, such as business management, education, and nursing, as well as appropriate specializations. For example, Minnesota State offers all of the degree programs in law enforcement, while the University of Minnesota offers all of the medical degrees.

Table 1. Metropolitan-area degree programs at the University of Minnesota and Minnesota State, 2018.

Degree	UM	Minnesota State	Total	Duplicates
Diploma	0	188	188	0
Associate	0	474	474	0
Certificate*	108	501	609*	0
Baccalaureate	152	70	222	30
Master’s	188	38	226	16
Doctoral	101	4	105	4
First Professional	<u>5</u>	<u>0</u>	<u>5</u>	<u>0</u>
Total	554	1,275	1,829	50

Source: University of Minnesota; Minnesota State

* The University of Minnesota predominately offers post-baccalaureate certificates, while Minnesota State offers mostly pre-baccalaureate certificates.

Table 2. Metropolitan-area comparable programs at the University of Minnesota and Minnesota State, 2018.

2018 Baccalaureate Programs		2018 Master's Degree Programs
Accounting	Gender Studies	Accounting
Art/Studio Arts	History	Alcohol and Drug Counseling
Biology, B.A., B.S.	Health Care Administration	Biology
Biochemistry	Human Resources Management	Business Administration
Chemistry	Individualized Studies	Computer Science
Child Psychology, B.A., B.S.	International Business/Commerce	Clinical Research
Computer Science	Marketing	Education Leadership
Dental Hygiene	Nursing	Engineering
Economics	Operations Management	Liberal Studies
Elementary Education	Organizational Administration	Medical Technology
English	Philosophy	Nursing
Environmental Science	Psychology	Psychology
Ethnic Studies	Special Education	Public Administration
Finance	Theater	Regulatory Affairs
2018 Doctoral Programs		Software Engineering
Business Administration		Urban Planning
Nursing Practice		
Education Leadership-K-12		
Education Leadership-Higher Education		

Source: University of Minnesota; Minnesota State

Conclusion

The two systems monitor and evaluate their own programs for possible duplication and overlap and are attentive to the distinctive missions and programmatic strengths of their respective institutions. The diverse and growing needs of the Twin Cities metropolitan area, combined with the need for an educated workforce, requires the two systems to draw on the capacity of all the institutions to provide local and flexible access to academic programs. Collaboration between the two systems supports responsiveness and effective use of resources.

IV. CREDIT TRANSFER REVIEW

Effective credit transfer policies are an essential component of collaboration between Minnesota State and the University of Minnesota. Both systems are committed to students graduating in a timely way and agree that transfer, by itself, should not delay graduation. In other words, transfer students should not be automatically disadvantaged in time-to-degree—recognizing, however, that successful transfer depends on careful planning and consultation with knowledgeable advisors.

Policies and Practices

Improved awareness and understanding of transfer policy in both systems has led to a transfer-friendly environment wherein prior coursework is evaluated in the most generous terms consistent with program requirements. The University of Minnesota and Minnesota State offer significant transfer credit for coursework taken at other regionally accredited institutions. Broad policy guidelines for receiving transfer credits are as follows:

- Transfer decisions are made on the basis of the educational quality, comparability, and appropriateness and applicability of the learning experience to the student’s educational goals (Joint Statement on the Transfer and Award of Credit, 2017). The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the University of Minnesota and all of the Minnesota State campuses (Policy and Good Practice in the Award and Transfer of Credit, HLC, 1999). Transfer among the Minnesota State campuses and the University of Minnesota is grounded in this common regional accreditation.
- Students are given the benefit of the doubt, when possible, in transfer situations. Institutions consider whether or not coursework is comparable and whether courses to be transferred apply to the student’s selected program. Courses are evaluated by such factors as learning outcomes, course syllabus or outline, and texts used.
- Institutions also consider the applicability of the coursework for meeting the requirements of degrees, diplomas, or certificates.

The basic principle is that “like transfers to like.” At the extreme end of the spectrum, courses in a technical program may not be appropriate for inclusion in a baccalaureate degree, even though the courses are offered by a regionally accredited school. The reverse is also the case—liberal arts coursework earned toward a baccalaureate degree may not be incorporated in technical programs if it is not required or if there is not room in the program to count them. This principle is important in ensuring that students who receive degrees, diplomas, and certificates from either system are doing so by completing coursework that is appropriate to their program or major, and ensures high quality education.

Cooperative Transfer Programs

Minnesota State and the University of Minnesota have established and improved cooperative inter-system transfer programs, including articulated transfer standards, a transfer curriculum, and a transfer specialists’ network. Since 1991, when the two systems submitted a joint plan and report to the Legislature, *Progress in Improving Student Transfer*, transfer across systems throughout the state has improved greatly. The following summarizes several key transfer initiatives.

Minnesota Transfer Curriculum (MnTC): The Minnesota Transfer Curriculum Agreement, executed by both systems in 1994, continues to provide a framework within which each public institution in the state defines its lower-division general education requirements.

About 4,000 students each year transfer between the University of Minnesota and state colleges. Some students begin at a two-year college and transfer to the University of Minnesota to complete a baccalaureate degree, and some students who begin at the University of Minnesota decide to transfer to a Minnesota State college or university. Reasons for transfer include program offerings and economic, geographical, work- or family-related concerns. The Minnesota Transfer Curriculum provides a framework for all of these transfer patterns since students transfer in all directions.

Since 2014, registrars at Minnesota State institutions have had the ability to electronically and prominently annotate the transcripts of students who have completed the Minnesota Transfer Curriculum. This enhancement promotes timely degree completion and lessens the chance that students take additional, unnecessary courses after they transfer. The majority of students who transfer from Minnesota State to the U of M have completed at least some of the Minnesota Transfer Curriculum courses, goal areas, or the entire MnTC “package.” Surveys of students who have transferred indicate satisfaction with transfer is highest when the entire MnTC is completed prior to transfer.

Conversations have begun between Minnesota State and the University of Minnesota to review the Minnesota Transfer Curriculum and make enhancements. Goal area and credit requirements will be reviewed.

Transfer Resources: The Minnesota Transfer website (www.mntransfer.org) provides comprehensive transfer information to students, parents, high school counselors, faculty and staff of Minnesota State, the University of Minnesota, and others about transfer among public and private colleges and universities. The website is a useful tool for potential students, enrolled students, and staff and faculty at the secondary and postsecondary levels. The site offers a directory of college and university transfer specialists as well as transfer action plans, accreditation information, transfer profiles, campus transfer websites, transfer guides, transfer agreements, details about the Minnesota Transfer Curriculum, and more.

The MnTransfer.org site also houses information about Minnesota State, the University of Minnesota, and other private and out-of-state colleges and universities, as well as a description of the University of Minnesota liberal education requirements and University of Minnesota MnCAP program. The MnCAP program guarantees admission to select majors if criteria is met.

Transferology.com is a student-friendly online tool provided by CollegeSource, Inc. that enables students contemplating transfer to see how their coursework transfers or would transfer to any institution within the Transferology network. Both the University of Minnesota and Minnesota State are members of the network, which means that current and prospective students can see how their courses transfer into any program offered at either system’s institutions. Transferology also allows for the posting of Transfer Pathway maps to assist staff to advise students with transfer to Minnesota State Universities.

Transferology runs on data tables built using CollegeSource's Degree Audit Reporting System (DARS) software to advise students about their progress toward program completion and to process transfer evaluations. DARS data tables are maintained by staff at Minnesota State and the University of Minnesota. The University of Minnesota has used DARS since 1989, while Minnesota State started system-wide implementation in 1999. For more information, see <http://www.minnstate.edu/system/asa/dars/>.

Transfer Specialists' Network: Every campus in both systems has designated transfer specialists who can answer students' questions specifically about transfer. These transfer specialists connect in various ways to discuss issues and resolve problems. An annual Transfer Specialist & DARS User Conference hosted by Minnesota State is attended by over 130 transfer specialists and DARS encoders from the University of Minnesota, Minnesota State, and private and out-of-state colleges and universities. Minnesota State also conducts an annual Transfer Orientation for new transfer specialists, as well as several regional transfer meetings to keep transfer specialists up-to-date, and DARS/Transferology training is offered throughout the year. Transfer tips are sent to the group periodically, and two transfer listservs and a DARS listserv allow transfer specialists and encoders to ask questions and share transfer information. Because Minnesota State consists of both two- and four-year institutions, transfer groups meet regularly to support transfer. These groups include the Transfer Governance Team, composed of faculty, transfer specialists, administrators, students, and system office staff; the Transfer Advisory Group, composed of transfer specialists; and a DARS User Group consisting of encoders from the two- and four-year institutions.

Reverse Transfer: Minnesota State engages in a process to award associate of arts (AA) degrees through reverse transfer. Since students sometimes transfer to other colleges and universities without having completed the associate of arts degree, the reverse transfer process allows them to transfer courses back from their current institution and complete the AA degree at a prior college or at the university they are currently attending. Since 2013, 3,124 AA degrees were awarded through this process to students who had transferred to Minnesota State universities and the University of Minnesota.

Electronic Transcripts: SPEEDE (Standardization of Postsecondary Education Electronic Data Exchange) and ExPRESS (Exchange of Permanent Records Electronically for Students and Schools) provide electronic exchange of official elementary, high school, and postsecondary student transcripts between and among the University of Minnesota and Minnesota State. Electronic transcript exchange among the colleges and universities of Minnesota State began fall 2009.

Conclusion

Transfer between the University of Minnesota and Minnesota State continues to be of importance to students of both systems, and ongoing improvements serve students ever better. The two systems continue to evaluate and manage transfer so that it meets student needs and supports program integrity.

V. COLLEGE READINESS AND UNDER-PREPARED STUDENTS

Minnesota State and the University of Minnesota continue to focus on the transition of students into postsecondary education. Initiatives include efforts to define college readiness in English, mathematics, the sciences, and other areas. The challenge of increasingly underprepared students requires all Minnesota educational partners to seek collaborative solutions to prepare high school graduates as well as many non-traditional learners for postsecondary learning.

P–20 Education Partnership

The University of Minnesota and Minnesota State are two of the founding members of the Minnesota P–20 Education Partnership, established in 2003 as the Minnesota P–16 Education Partnership. Now comprising 28 members, including four legislators, the partnership operates as a voluntary statewide collaboration focused on maximizing achievement of all students while promoting the efficient use of financial and human resources. The partnership is charged to develop policy and strategy recommendations that improve the quality of and access to education, improve college preparation and transitions, support teacher quality, and realign governance and administrative education structures.

In 2011, the Minnesota P–20 Education Partnership identified its agenda for the next 2–4 years with a singular focus on the achievement gap. The members believed that this was the most important educational issue facing the state for several reasons:

- Minnesota has one of the largest gaps in achievement between students of color/low-income students and their white middle- and upper-class peers.
- The demographic trends indicate all of the future growth in Minnesota’s population will be in communities of color.
- The economic vitality of the state depends on a highly educated and trained workforce: estimates are that by 2020, 74% of all jobs will require some postsecondary education.

The partnership reviewed best practices and transition issues from elementary to secondary education and from college to work and identified plans and strategies for reducing the achievement gap.

In 2013, the Minnesota Legislature passed “The World’s Best Workforce” legislation (Minn. Stat. § 120B.11), which required school districts to develop a plan to address five goals, including that all racial and economic achievement gaps between students are closed. While continuing its policy proposal development and advocacy for educational quality, the Minnesota P–20 Education Partnership aligned its work with this legislation by identifying support and direction for school districts to implement their “World’s Best Workforce” strategic plans.

In 2014, in response to legislation that was passed in the 2014 legislative session (Minn. Stat. § 127A.70), the Minnesota P–20 Education Partnership developed recommendations for a P–20 education system that increased students’ career and college readiness and opportunities for career pathways.

In 2015, the Minnesota P-20 Education Partnership continued to advance its work by also being responsive to 2015 legislation (Minn. Stat. § 135A.012), which identified a goal for postsecondary attainment for Minnesota residents. The legislation stated, “The number of Minnesota residents ages 25 to 44 years, who hold postsecondary degrees or certificates, should be increased to at least 70 percent by 2025.”

The P-20 Partnership has identified the postsecondary attainment goal as the primary work plan item for 2015-16, with the goals of: (a) informing the annual report on progress towards meeting or exceeding the goals by the Office of Higher Education, which was required to submit the first report by October 15, 2016; and (b) providing recommendations for funding and/or policy changes to the governor and the legislature for consideration at future legislative sessions.

The Partnership continues to be the sponsor and overseer of the Statewide Longitudinal Education Data System (SLEDS), which began in 2014 to link K–12 and higher education data for the first time (private college records are included, but private K–12 schools are not yet included). This tool greatly enhances the ability of policymakers to research factors in high school and postsecondary attainment. With data from early childhood through completion of postsecondary education and workforce entry, SLEDS provides data and feedback on how well Minnesota’s students are doing as they transition through the educational sectors and into the workplace. With a framework focused on pathways, progress, predictors, and performance, SLEDS provides information and analysis enabling policymakers and educators to make meaningful investments and policies. SLEDS will be a powerful tool in the quest to eliminate the achievement gap and increase the educational attainment of all Minnesotans. One of the first reports from SLEDS revealed that the number of students who take remedial or developmental courses in college is lower than previously believed, at 28% (the change is due primarily to the inclusion of the private colleges).

Postsecondary Enrollment Options (PSEO)

The Postsecondary Enrollment Options program, also known as PSEO, was created in 1985 to “promote rigorous educational pursuits and provide a wider variety of options for students.” Through PSEO, high school students receive high school and college/university credit for college or university courses that are completed through this program. Students can complete PSEO courses on a college or university campus taught by college or university faculty members and/or complete concurrent enrollment courses at the high school campus, taught by high school credentialed teachers that are mentored by college or university faculty members.

In the past few years, legislation has increased access to PSEO and concurrent enrollment among 9th and 10th grade students who meet eligibility requirements and afforded eligible 10th graders greater opportunities to participate in on-campus PSEO, specifically in career and technical education courses. In 2015, legislation was passed (Minn. Statute § 124D.09) that allowed for students participating in an early/middle college program at a state-approved secondary alternative learning program to have access to taking developmental education courses as PSEO students, in addition to college-level courses that are within a well-defined pathway to earn a postsecondary degree or credential. These initiatives promote college readiness and early college credit opportunities that can be a strategy to assist in accelerating time to postsecondary degree completion.

In 2015, legislation passed (Minn. Statute § 124D.09) that also required concurrent enrollment programs across the state to meet the accreditation standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) by 2020–2021 and for all concurrent enrollment programs to have local advisory boards. Additionally, concurrent enrollment programs must submit annual student survey results to the Minnesota Department of Education and the Office of Higher Education for an annual legislative report. The legislature also allocated an additional two million dollars to school districts to support their participation in concurrent enrollment programs. These legislative requirements and funding support are encouraging the growth and sustainability of high-quality concurrent enrollment programs.

Educators from Minnesota State and the University of Minnesota campuses in Duluth, Crookston, and the Twin Cities meet bi-annually to share information about best practices and quality standards for concurrent enrollment or “college in the schools.” This collaboration was based on NACEP accreditation standards and has been formalized since 2004 as MnCEP (the Minnesota Concurrent Enrollment Partnership). This voluntary partnership provides institutional representatives with opportunities to learn about programs across Minnesota; identify and share best practices; develop communication tools to inform students, parents, and policymakers about concurrent enrollment programs; build and advance a shared research agenda focused on measuring the quality of concurrent enrollment programs; and identify opportunities for collaboration and improvement.

College Preparation

Starting in 1991 the University of Minnesota and Minnesota State admitted students to baccalaureate programs under a common set of preparation requirements. These included four years of English; three years each of mathematics, science, and social studies; two years of a single world language; and one year of visual or performing arts. This establishes a strong model for high school students and has increased preparation. The University of Minnesota Twin Cities campus added a fourth year of math for freshman admitted in fall 2015 and beyond, based on research that completion of four years of math enhances student success in college.

Minnesota’s development of the Statewide Longitudinal Education Data System (SLEDS) provides an easy way for Minnesota schools and parents to find information about the college-going preparation, enrollment, and graduation rates for students from Minnesota high schools. Both the University of Minnesota and the Minnesota State colleges contribute data directly to SLEDS and participate on the governance committees, greatly enhancing its viability and value. Recent changes include expanding reports on student course-taking patterns with various outcomes, including ACT scores, and tracking employment and salary patterns as high school and college graduates enter the workforce.

Both the University of Minnesota and Minnesota State offer concurrent enrollment courses which are designed by college professors, taught by high school teachers with the professors as coaches, and are open to students in 9th through 12th grade, again with academic eligibility requirements. They are distinct from Advanced Placement and International Baccalaureate courses because instead of having to take a specialized exam which has the possibility of earning college credit for the student, students earn simultaneous college and high school credits by completing the course successfully.

Both systems have been working to address the challenge presented by the Higher Learning Commission’s enforcement of its requirement that faculty teaching general education courses hold a

master's degree or higher in the discipline or subfield they teach. The new enforcement applied to high school teachers in concurrent enrollment courses as well. Many high school teachers have master's degrees but often in curriculum and instruction and not in the content area they teach. HLC policy allows the institutions to use 'tested experience' as an equivalent to the academic credentials. The solution required evaluating teachers' graduate-level education and professional development, and identifying and developing discipline-specific graduate-level coursework that is accessible for teachers.

Both systems also participate in Generation Next, the Minneapolis - Saint Paul collective impact initiative to improve community outcomes from kindergarten readiness to college graduation. Gen Next has shifted its focus to three strategic levers: funding, policy and practice. Faculty and staff from both institutions are active.

The University of Minnesota's College Readiness Consortium continues to support and expand use of a research-based, school-wide college readiness program for grades 6–12. Ramp-Up to Readiness™ is designed to increase the number of students who graduate high school with the knowledge, skills, and habits needed to obtain a degree or credential in higher education. Ramp-Up was used by over 190 Minnesota secondary schools during 2018–19. This is one way schools have implemented the 2013 legislative requirement that all students begin personal postsecondary plans, including career exploration, no later than 9th grade.

The University of Minnesota's College of Education and Human Development also offers the Minnesota Principals Academy, an executive development program to help school leaders prepare all students to obtain postsecondary degrees or credentials. In addition there are two new administrator programs as of fall 2018. The Minnesota District Leadership Academy uses the research-based Problem Solving Framework as the overarching driver for the learning. Participants engage in cohort-based learning, professional coaching and technical assistance from CAREI. The Culturally Responsive School Leadership (CRSL) Academy provides school and system leaders an opportunity to deeply engage in the scholarship surrounding CRSL and apply it to their setting.

The University of Minnesota hosted the second statewide convening on Educational Equity in Action in June 2017. Over 500 participants represented a wide range of education leaders (both in and out of school) from early childhood to higher education, as well as nonprofits, policymakers, and community leaders. The convening included structured opportunities for participants to propose actions and consult with each other.

Many Minnesota State campuses have specific partnerships and programs with local high schools to increase college preparation for high school students. Such programs include administering the Accuplacer to high school students to determine college readiness benchmarks and providing targeted support in high school; delivering college preparatory courses at the high school; and offering college-readiness workshops or summer bridge programs. Some selected examples include:

- Century College and Saint Paul College administer the Accuplacer at many Saint Paul public schools and partners with specific high schools to offer interventions for high school students who need additional support.

- High school students enrolled in the Inver Prep program can complete college preparatory courses in English or mathematics that prepare them to participate in the Inver Hill Community College's InCollege concurrent enrollment program.
- At Hennepin Technical College, Minnesota West Community & Technical College, and Anoka-Ramsey Community College, students can take summer bridge programs that include developmental education courses to prepare them for college-level courses.
- Minnesota State University, Mankato offers the College Access Program (CAP) that provides a four-week summer residential program between high school and college and continues to support students during the regular school year.
- Minnesota State Community and Technical College's Center for College Readiness provides direct connections between college faculty and high school teachers and students to assess college readiness in writing, reading, and math. High school students are able to submit assignments, which are evaluated by college teachers, to gain information on their college preparedness.

One partial measure of college readiness is ACT scores. The class of 2016 had been required to take the ACT as juniors by the legislature. That requirement was rescinded for the class of 2017, but most schools in Minnesota offered the ACT to all students, so the participation rate was still 100%. The average composite score was 21.5, up from 21.1 in 2016 but down from typical Minnesota averages of 23, however, due to the inclusion of more students. The percentage of students who reached all four ACT college ready benchmarks was 31% for the graduating class of 2017, up from 29% in 2016 (2018 reports are not out as of this writing).

Because the Minnesota State colleges have the mission of providing open-door access to higher education, a number of students admitted to the two-year colleges are not fully ready for college-level courses. Some students need remedial courses because they have not taken the necessary coursework in high school. Other students have been out of high school for a number of years and have forgotten skills they once had mastered. In response, the Minnesota State colleges use an innovative multifaceted approach, including a combination of courses, multiple measures for course placement, and academic support services, as detailed in the February 2018 Developmental Education Plan Report to the Legislature.

Most higher education institutions in Minnesota also provide academic support programs. Learning centers, supplemental instruction, tutoring, and advising programs are examples of such academic support. Many students use these services, even if they do not need developmental courses.

College Readiness Research

Both systems have an extensive array of researchers developing new knowledge regarding effective instruction and preparation of students during their K–12 years, and remedial work in college. SLEDS has seen a significant increase in researchers applying for access to SLEDS data, under strict rules, for studies consistent with the SLEDS goals of identifying the most viable pathways for individuals in achieving successful outcomes in education and work, and informing decisions to support and improve education and workforce policy and practice.

IV. CONCLUSION

The 2019 postsecondary planning report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint postsecondary programs in the Twin Cities and throughout Minnesota. In a period of substantial population growth and increased diversity in the metropolitan area, the two systems are aligned, each within their distinctive missions, to provide high-quality educational programs to citizens. Continued effective collaboration between Minnesota State and the University of Minnesota remains among the two systems' highest priorities.

Appendix – Collaborative Academic Programs

Collaborative academic programs and services between the University of Minnesota and Minnesota State allow students in residence at one system’s institutions to apply approved coursework toward completion of a degree at the other system and leverage resources and services across the two systems. The following tables list over 400 such collaborative programs.

Minnesota State Campus	University of Minnesota Campus and Degree
Alexandria Technical and Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – B. S. Criminal Justice Crookston – B.S., Marketing Crookston – B.M.M., Manufacturing Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering
Anoka-Ramsey Community College	Crookston – B. S. in Accounting Crookston – B. S. in Business Management Crookston – B. S. in Marketing Duluth – B.A., American Indian Studies Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., Music Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.Mus., Jazz Studies Duluth – B.Mus., Performance (Band Orchestra, Keyboard, Vocal) Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics

	<p>Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering</p>
Anoka Technical College	<p>Crookston – B.S., Accounting Crookston – B.S., Golf and Turf Management Crookston – B.M.M., Manufacturing Management</p>
Assiniboine Community College	<p>Crookston – Agriculture Business Crookston – Agronomy</p>
Bemidji State University	<p>Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration</p>
Central Lakes Community College	<p>Crookston – B.S., Agricultural Education Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering</p>
Century College	<p>Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Twin Cities – B.A.E.M., Aerospace Engineering Twin Cities – B.B.E., Bioproducts and Biosystems Engineering Twin Cities – B.Bm.E, Biomedical Engineering</p>

	<p>Twin Cities – B.Ch.E., Chemical Engineering Twin Cities – B.C.E., Civil Engineering Twin Cities – B.Comp.Eng., Computer Engineering Twin Cities – B.E.E., Electrical Engineering Twin Cities – B.Geo.E., Geological Engineering Twin Cities – M.E., Mechanical Engineering Twin Cities – B.Mat.S.E., Materials Science and Engineering Twin Cities – B.S., Environmental Horticulture</p>
Dakota County Technical College	<p>Crookston – B.M.M., Bachelor of Manufacturing Crookston – B.S., Business Management Crookston – B.S., Marketing</p>
Fond du Lac Tribal and Community College	<p>Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.A.Sc., Communication Sciences & Disorders Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S.W., Social Work</p>
Hennepin Technical College	<p>Crookston – B.S., Manufacturing Management</p>
Hibbing Community College	<p>Crookston – B.S., Business Management Crookston – B.M.M., Manufacturing Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.A.Sc., Communication Sciences & Disorders Duluth – B.B.A., Business Administration Duluth – B.S.W., Social Work Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering</p>

<p>Inver Hills Community College</p>	<p>Duluth – B.A., Anthropology Duluth – B.A., American Indian Studies Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., History Duluth – B.A., Political Science Duluth – B.A., Women, Gender & Sexuality Studies Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Twin Cities – B.S., Technology Education Twin Cities – B.A.Sc., Information Technology Infrastructure Twin Cities – B.S. Individualized Studies Program</p>
<p>Itasca Community College</p>	<p>Crookston – B.S., Natural Resources Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Twin Cities – B.S., Specific Engineering Programs Twin Cities – B.S., Forest Resources Twin Cities – B.S., Recreation Resource Management Twin Cities – B.S., Specific Engineering Programs Twin Cities – B.S., Forest Resources Twin Cities – B.S., Recreation Resource Management</p>

Lake Superior College	<p>Crookston – B.M.M., Manufacturing Management Duluth – B.A., American Indian Studies Duluth – B.A., Art Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Cultural Entrepreneurship Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.A.Sc., Communication Sciences & Disorders Duluth – B.B.A., Business Administration Duluth – B.F.A., Art Education Duluth – B.F.A., Graphic Design Duluth – B.F.A., Graphic Design Marking Duluth – B.F.A., Studio Art, General Studio Duluth – B.F.A., Studio Art, Painting, Drawing & Printmaking Duluth – B.F.A., Studio Art, Sculpture & Ceramics Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S.W., Social Work</p>
Mesabi Range College	<p>Crookston – B.S. – Business Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., Sociology Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B. F.A., Graphic Design Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S.W., Social Work</p>

Minneapolis Community and Technical College	<p>Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering</p>
Minnesota State College - Southeast Technical	Twin Cities – B.S. Nanoscience Certificate articulates with Dakota County TC Nanoscience Technology AAS with 2+2 option to UM–Twin Cities
Minnesota State Community and Technical College	<p>Crookston – B.S., Accounting Crookston – B.S., Equine Science Crookston – B.M.M., Manufacturing Management Crookston – B. S., Marketing</p>
Minnesota West Community and Technical College	<p>Crookston – B.S., Information Networking Management Crookston – B.S., Agricultural Business Crookston – B.S., Plant Industries Management-Agronomy or Horticulture Crookston – B.S., Animal Industries Management Crookston – B.S., Plant Industries Management-Agronomy or Horticulture Crookston – B.S., Animal Industries Management</p>
Minnesota State University, Mankato	<p>Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Twin Cities – B.S., Clinical Laboratory Sciences Twin Cities – B.S., Medical Technology</p>
Minnesota State University, Moorhead	Twin Cities – B.S., Chemistry or Physics (3 years) at Minnesota State University Moorhead plus B.S., engineering field (2 years) at the University of Minnesota.
Nicolet College	Crookston – B.M.M., Manufacturing Management
Normandale Community College	<p>Duluth – B.A., American Indian Studies Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.F.A., Theatre</p>

	<p>Duluth – B.F.A., Theatre Acting Duluth – B.F.A., Theatre Design & Production Duluth – B.F.A., Theatre Stage Management Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Twin Cities – B.S., Specific Engineering Programs Twin Cities – B.S. Computer Science Twin Cities – B.S. Food Science</p>
North Hennepin Community College	<p>Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – B.S., Marketing Crookston – B.M.M., Manufacturing Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering</p>
Northland Community and Technical College	<p>Crookston – B.S., Agriculture Education Crookston – B.S., Animal Science Crookston – B.S., Applied Health Crookston – B.S., Information Technology Management Crookston – B.S., Business Management Crookston – B.S., Health Management Crookston – B.S., Marketing Crookston – B.S., Manufacturing Management</p>
Pine Technical College	<p>Crookston – B.S., Accounting Crookston – B.S., Bachelor of Manufacturing Management Crookston – B.S., Business Management, Management Emphasis</p>

Rainy River Community College	Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration
Ridgewater Community College	Crookston – B.S., Agricultural Education Crookston – B.S., Applied Studies Crookston – B.S., Manufacturing Management
Rochester Community and Technical College	Crookston – B.S., Environmental Sciences Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Twin Cities – B.S., Aerospace Engineering Twin Cities – B.S., Biomedical Engineering Twin Cities – B.S., Biosystems and Agricultural Engineering Twin Cities – B.S., Chemical Engineering Twin Cities – B.S., Civil Engineering Twin Cities – B.S., Computer Engineering Twin Cities – B.S., Electrical Engineering Twin Cities – B.S., Geological Engineering Twin Cities – B.S., Material Science Engineering Twin Cities – B.S., Mechanical Engineering
St. Cloud Technical and Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration
St Cloud State University	Duluth – B.Acc., Accounting Duluth – B.A., Economics Duluth – B.B.A., Business Administration
St Paul College	Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration
South Central College	Crookston – B.S., Accounting Twin Cities – B.S., Aerospace Engineering Twin Cities – B.S., Biomedical Engineering Twin Cities – B.S., Bioproducts and Biosystems Engineering Twin Cities – B.S., Chemical Engineering Twin Cities – B.S., Civil Engineering Twin Cities – B.S., Computer Engineering Twin Cities – B.S., Electrical Engineering Twin Cities – B.S., Geoengineering Twin Cities – B.S., Material Science Engineering Twin Cities – B.S., Mechanical Engineering
Southwest Minnesota State University	Duluth – B.Acc., Accounting Duluth – B.A., Economics Duluth – B.B.A., Business Administration

Vermilion Community College	Crookston – B.S., Business Management Crookston – B.S., Environmental Sciences Crookston – B.S., Natural Resource Management Crookston – B.S., Sport & Recreation Management Crookston – B.S., Water Resource Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.M.E., Mechanical Engineering
Wisconsin Indianhead Technical	College Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – B.S., Marketing

Source – Minnesota State, University of Minnesota.

Other Partnership or Collaborative Arrangements with the University of Minnesota

Minnesota State Campus	UM Campus	Collaborative Description
Anoka-Ramsey Community College	Twin Cities	The college's Communications Studies hosts university faculty for various speaking events.
	Twin Cities	The university's Philosophy Department invites college students interested in majoring in Philosophy at the U of M to attend a special "meet and greet" for community college transfers at their department at the end of the year.
	Twin Cities	Independent Research Summer Program (IRSP) is a multidisciplinary initiative that includes opportunities for research studies in molecular and cellular biology, genetics, developmental biology, and microbiology among other fields.
	Twin Cities	The Mathematics Departments at the two institutions are working on joint study of algebra instruction in community colleges.
	Twin Cities	The college's Chemistry department is collaborating with university's spectrometry lab on an NSF grant involving mass spectrometry, including opportunities for the college's students to use the lab.
Century College	Twin Cities	The college's Dental Assisting program sends 15-20 students in the spring and summer to the U of M Dental School for internships in a learning institution; students complete a general rotation or a specialty rotation.
	Twin Cities	The college is partnering with the university on the SOCRATES grant project to support students in the design a small satellite that will be launched into low earth orbit and employ a gamma ray detector for global positioning, navigation, and control.
Dakota County Technical College	Twin Cities	Nanoscience Technology – AAS Capstone semester (shared facilities) and 2+2 option.
	Twin Cities	Dakota County Technical College president is on the UMore Park Advisory Council; administrative team participates in planning.
	Morris	The chancellor of UM Morris is a member of the executive steering committee on the College's Green Campus Initiative.
Fond du Lac Tribal and Community College	Duluth	The Bridges to Baccalaureate Program is a partnership between LSC, Fond du Lac Tribal and Community College and UMD to increase the number of community college students entering the science field who obtain a biomedical/biobehavioral science related baccalaureate degree including: biology, chemistry, math, physics, psychology, chemical engineering, and computer science.

Hibbing	Duluth	Iron Range Engineering, Graduate degree programs: Master of Engineering (MEng) and Master of Environmental Health and Safety (MEHS) Classes will be held at Mesabi Range College in Virginia, MN and are taught by UMD faculty. Enrollees will be UMD Students and will have access to related courses offered on the UMD campus, ITV and online courses. In conjunction with the Northeast Higher Learning District, classes are offered at all five regional community colleges: Itasca, Rainy River, Hibbing, Vermillion and Mesabi.
Itasca Community College	Duluth	Iron Range Engineering, Graduate degree programs: Master of Engineering (MEng) and Master of Environmental Health and Safety (MEHS) Classes will be held at Mesabi Range College in Virginia, MN and are taught by UMD faculty. Enrollees will be UMD Students and will have access to related courses offered on the UMD campus, ITV and online courses. In conjunction with the Northeast Higher Learning District, classes are offered at all five regional community colleges: Itasca, Rainy River, Hibbing, Vermillion and Mesabi.
	Twin Cities	Associate in science program agreements with dentistry, engineering, medicine, mortuary science, pharmacy, veterinary medicine. These agreements provide Itasca Community College students with equivalency tables of required prerequisites for entry into the majors at the University of Minnesota.
Inver Hills Community College	Twin Cities	Inver Hills Community College and the University of Minnesota offer the online/classroom course “Sleep, Eat, & Exercise,” providing students with knowledge and skills they need to live a balanced life while in college.
Inver Hills Community College with Century College	Twin Cities	Research agreement with UM Institute on Community Integration for evaluation of Center of Excellence initiatives targeting underrepresented students; partnerships with Century College and eight school districts to operate a Minnesota State Access and Opportunity Center of Excellence
Lake Superior College	Duluth	The Bridges to Baccalaureate Program is a partnership between LSC, Fond du Lac Tribal and Community College and UMD to increase the number of community college students entering the science field who obtain a biomedical/bio-behavioral science related baccalaureate degree including: biology, chemistry, math, physics, psychology, chemical engineering, and computer science.
	Duluth	Lake Superior College and the University of Minnesota Duluth since fall 2015 have collaborated in a collaborative Reverse Transfer program. As of summer 2018, 38 additional degrees have been awarded.
	Duluth	Minnesota Sea Grant participates in Lake Superior College events such as Earth Day.

Mesabi Range College	Duluth	Iron Range Engineering, Graduate degree programs: Master of Engineering (MEng) and Master of Environmental Health and Safety (MEHS) Classes will be held at Mesabi Range College in Virginia, MN and are taught by UMD faculty. Enrollees will be UMD Students and will have access to related courses offered on the UMD campus, ITV and online courses. In conjunction with the Northeast Higher Learning District, classes are offered at all five regional community colleges: Itasca, Rainy River, Hibbing, Vermillion and Mesabi.
Minnesota State Community and Technical College	Twin Cities	Online College in the High School program
	Twin Cities	Area Health Education Center (AHEC) sponsored by the University of Minnesota, located at the Fergus Falls campus of Minnesota State Community and Technical College.
	Twin Cities	University of Minnesota family practice residents obtain clinical experience in sports medicine at the Minnesota State University, Mankato athletic training facility.
Minnesota State University, Mankato	Twin Cities	The two institutions, along with St. Cloud State University are Co-Affiliate Universities associated with Project Lead the Way.
	Twin Cities	Biological Sciences has developed an affiliation agreement with UM to provide the Medical laboratory science internship (14-15 month program/36 credits) for our bachelor's degree program in Medical Technology.
	Twin Cities	Mechanical and Civil Engineering faculty at MSU are working with UM researchers on collaborative research projects on behalf of the Minnesota Department of Transportation and the Local Road Research Board.
	Twin Cities	The two institutions are Information Technology Peers through the AACSB Affinity Group Technology in Business Schools Roundtable.
	Twin Cities	UM Family Practice residents participate, side-by-side, with Minnesota State Mankato Family Practice Nursing students in a joint simulation each semester.
	Twin Cities	The Minnesota State Engineering Center of Excellence is working with the U of M 4-H and have collaborated on the Machine Design Competition. While this was held on the St. Cloud campus, it was Mankato's Center that facilitated the arrangements and the logistics to make it happen.
	Twin Cities	The Construction Management Department at MSU offers Storm Water Management Certification through the U of M and also collaborates with the U of M program to offer student competitions for the Midwest Region.

	Twin Cities	<p>The Water Resources Center at MSU is collaborating with the University of Minnesota on a number of projects including the following-</p> <ul style="list-style-type: none"> -Social science assessment project in the Watonwan River Watershed Civic Engagement Project -Research project to distill and disseminate water quality success stories in the Minnesota River Basin -A Minnesota River Invasive Carp Prevention and Analysis project -Effective conservation modeling and targeting tools for conservation planning as part of the “Integrating Targeted Watershed Planning Tools with Citizen Involvement project” -Guidance materials on Agricultural Conservation Planning Framework (ACPF) -Research and authorship to a special section in Journal of Soil and Water Conservation Society in collaboration with the U of M, Purdue University, Iowa Soybean Assn, and USDA -Study of harmful algae blooms in Minnesota Lakes
Minnesota State University Moorhead	Twin Cities	University of Minnesota-Twin Cities, M.S. in social work at Minnesota State University Moorhead via online education.
Metropolitan State University	Twin Cities	Faculty and students from Metropolitan State University have full privileges to use the University of Minnesota Libraries.
	Twin Cities	The two institutions jointly offered a graduate course in Cybersecurity that was hosted at the University of Minnesota and taught by a Metro State faculty member.
	Twin Cities	The two institutions obtained a collaborative NSF grant, “Augmented Reality in Cybersecurity and Forensics Education” to support faculty and students in research on the usage of Google Glass and other glassware.
Normandale Community College	Twin Cities	The college’s Biology department is partnering with the College of Biological Sciences at the U of MN on a National Institutes of Health funded grant that, in part, has post-doctoral students in Biology/Chemistry/Biochemistry areas come to Normandale to learn about teaching by being mentored by Biology faculty.
	Twin Cities	The chair of the Normandale Philosophy Department is a Resident Fellow at the University’s Center for Philosophy of Science which funds research activities in all areas of the history and the philosophy of science.
	Twin Cities	The Mathematics Departments of the two institutions have an agreement to place and mentor master’s students who are interested in teaching at a community college.
	Twin Cities	The Infusing Africa into the Curriculum is funded by a U.S. Education Department grant and supports Normandale faculty in developing course content and projects to include perspectives on increasing African content at community colleges.

	Twin Cities	The Music Departments of the two institutions share faculty for several areas. The faculties and students also collaborate on concerts and joint performances.
	Twin Cities	University of Minnesota students enroll in three Normandale Dietetic courses that has been in place for the past five years
	Twin Cities	The faculties in the Anthropology Departments of Normandale and the University of Minnesota collaborate on events for anthropology students of both institutions.
Rainy River Community College	Duluth	Iron Range Engineering, Graduate degree programs: Master of Engineering (MEng) and Master of Environmental Health and Safety (MEHS). Classes will be held at Mesabi Range College in Virginia, MN and are taught by UMD faculty. Enrollees will be UMD Students and will have access to related courses offered on the UMD campus, ITV and online courses. In conjunction with the Northeast Higher Learning District, classes are offered at all five regional community colleges: Itasca, Rainy River, Hibbing, Vermillion and Mesabi.
Rochester Community and Technical College	Rochester	Shared facilities
	Rochester	RCTC offers specific general education, science and nursing assistant courses at the request of UM–Rochester.
	Rochester	The college shares facilities and land use with U of M Extension.
System Office	Crookston, Duluth, Rochester, Twin Cities	The Minnesota Learning Commons (MnLC) is a joint powers agreement among the Minnesota Department of Education, Minnesota State, and the University of Minnesota. The roots of the MnLC can be traced to legislation passed in 1997 that brought together Minnesota’s public K–12 and higher education community to collaborate in creating efficient and high-quality access for learners to online and hybrid opportunities. The goal of the MnLC is to identify strategies where Minnesota’s public education sector can work on issues that could be better accomplished together than alone, providing greater benefit, and better use of limited resources to lower costs and reach broader audiences.
	Twin Cities	Minnesota State and the University hold seats on the Minnesota Science and Technology Authority Advisory Commission.
	University-wide	Periodic meetings and informal consultation between the Offices of General Counsel for the two organizations regarding legal issues arising in Minnesota and higher education.
	University-wide	Joint development of internet-based training package for all employees on security and data privacy issues, tailored to the unique needs of each organization.

	University-wide	Lake Superior College, Minnesota State University Moorhead, and Southwest Minnesota State University provide a veterans center for a Minnesota Department of Veterans Affairs employee to assist veterans at regional campuses including the University of Minnesota campuses at Crookston and Morris. The Twin Cities campus of the University of Minnesota provides a veterans' center that serves the needs of Twin Cities Minnesota State institutions.
	Twin Cities	Partnership with UM Hazardous Waste Management unit for Minnesota State campuses to get training, waste classification and packaging, and licensed shipping off-site of hazardous wastes from sources in laboratories and campus operations.
St. Cloud State University	Rochester Twin Cities	The institutions have a joint affiliation for their Medical Laboratory Sciences program. The agreement focuses on providing SCSU students with the opportunity to enroll in University of Minnesota courses, primarily at the Rochester campus and corresponding clinical opportunities.
	Twin Cities	The two institutions share anthropology faculty.
	University-wide	The SCSU School of Public Affairs Research Institute (SOPARI) works with the Extension Office (Mankato) in quantitative research used in economic impact studies and also with Extension researchers on an Economic Emergency Program for a St Cloud plant closing.
Southwest Minnesota State University	Twin Cities	Collaboration between Extension and the Minnesota Agricultural and Rural Leadership Program (MARL) to deliver leadership training through the SMSU Foundation.
Saint Paul College and Winona State University	Rochester	University of Minnesota and Winona State University have signed a memorandum of agreement to coordinate health education offerings in Rochester, initially in the lab sciences.
Vermillion Community College	Duluth	Iron Range Engineering, Graduate degree programs: Master of Engineering (MEng) and Master of Environmental Health and Safety (MEHS). Classes will be held at Mesabi Range College in Virginia, MN and are taught by UMD faculty. Enrollees will be UMD Students and will have access to related courses offered on the UMD campus, ITV and online courses. In conjunction with the Northeast Higher Learning District, classes are offered at all five regional community colleges: Itasca, Rainy River, Hibbing, Vermillion and Mesabi.
Winona State University and Rochester Community and Technical College	Rochester	The three institutions collaborate in community outreach, marketing, and institutional research. A notable example being the Rochester Area Math Science Partnership which provides professional development with PK–12 teachers through a partnership with industry, workforce agencies, and K-12 school districts.

Source – Minnesota State, University of Minnesota.



Report on MnDRIVE initiative to Minnesota State Legislature

Prepared by Joshua Miraglia and Dan Gilchrist

February 4, 2019

Background

MnDRIVE — Minnesota's Discovery, Research, and Innovation Economy — is a landmark partnership between the University of Minnesota and the State of Minnesota that aligns areas of University research strength with the state's key and emerging industries to address Minnesota's challenges and build on its strengths.

Beginning in FY2014, the state began investing approximately \$18 million annually in four research areas identified by University faculty and deans and corporate partners as the most promising areas for partnership: Robotics, Sensors, and Advanced Manufacturing; Global Food Ventures; Advancing Industry, Conserving our Environment; and Discoveries and Treatments for Brain Conditions. The University of Minnesota Informatics Institute (UMII), which fosters and accelerates data-intensive research, receives partial funding from MnDRIVE and provides key support to these projects.

In its 2017 session, the Minnesota Legislature passed additional funding (\$4 million annually) for a MnDRIVE cancer initiative, Cancer Clinical Trials. This new initiative did not begin until FY2018, however, so its progress is not contained in this report.

MnDRIVE represents a unique, collaborative research model involving interdisciplinary research projects across the University that address grand challenges and include industry partnerships as a key component. University of Minnesota's Office of the Vice President for Research (OVPR) provides accountability measures for the initiative and regularly highlights the program's impact and accomplishments. Each of the original four research areas have committees and advisory boards to oversee project implementation and outreach.

In addition to funding research and collaborative activities for each of the four areas, OVPR initiated a Transdisciplinary Research Program intended to inspire creativity and encourage transdisciplinary research with real world impact. The twelve projects ranged from creating wearable electronics to reducing sulfate in Minnesota watersheds, and each principal investigator reported to OVPR every six months as well. These projects were funded in 2014 with two-year grants.

Metrics & Results

During the second biennium of MnDRIVE funding (July 1, 2015 through June 30, 2017 covering fiscal years 2016-2017), OVPR worked with principal investigators of each of the four MnDRIVE areas and the 12 Transdisciplinary projects to gather data every six months. OVPR requested information on:

1. Number of people hired
2. MnDRIVE project titles
3. Invention disclosures to UMN Technology Commercialization
4. Funding acquired from external grants (e.g., NSF, NIH, USDA, corporate funding)
5. Number of students graduated
6. Success stories resulting from MnDRIVE research and participation

During Fiscal Years 2016-2017

- MnDRIVE funded over 190 projects, involving over 900 researchers in 121 departments, 22 colleges, and three campuses (Twin Cities, Duluth, and Morris).
- To conduct this research, MnDRIVE researchers hired 356 people, including 11 new faculty and 14 staff and technicians necessary to carry out the work.
- MnDRIVE researchers competed for and received more than \$194 million in external funding, and submitted 188 disclosures for inventions to UMN Technology Commercialization.
- 49 MnDRIVE-supported students graduated, with 100 percent employment after graduation. (Learn more about MnDRIVE at mndrive.umn.edu.)

Success Stories

The Udall Center for Excellence in Parkinson's Research was awarded to the University by the National Institutes of Health in 2016, one of nine such centers across the country. The center is bringing together a world-class team of researchers across neuroscience, imaging, and medical device technologies to discover and refine deep brain stimulation treatments for this debilitating movement disorder. MnDRIVE support for brain conditions research set the stage for attracting this important center.

New MnDRIVE faculty initiated an industry collaboration with NovaCentrix, the industry leader in photonic curing tools for next generation flexible printed circuits in electronic devices.

Beginning in 2016, deep-winter greenhouse prototypes were designed and built in five communities across greater Minnesota: Finland, Bemidji, Pillager, Madelia, and Lake City. The MnDRIVE-supported initiative aims to provide access to fresh, local greens for more Minnesotans year-round.

MnDRIVE funds supported developments of a nanoparticle-infused sponge that can clean mercury out of polluted water. The sponge holds great promise for cleaning up polluted lakes, and University of Minnesota researchers are creating similar technologies for other contaminants.

Report Preparation Costs

Per the requirements set forth in Minnesota Statute 3.197, the cost to prepare this report was \$1,235.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
February 7, 2019**

Consent Report

I. Request for Approval of New Academic Programs

▪ **Medical School (Twin Cities campus)—Create fellowship in Gynecologic and Breast Pathology**

The Medical School on the Twin Cities campus requests approval to create a fellowship in Gynecologic and Breast Pathology, effective summer 2020. The proposed program will train one pathologist each year in the diagnosis or forensic analysis of these particular tissue samples. The thousands of cases in this area comprise the second-highest level of surgical pathology subspecialties. The proposed program makes use of existing courses and resources.

▪ **College of Science and Engineering (Twin Cities campus)—Create B.A. and B.S. degrees in Environmental Geosciences**

The College of Science and Engineering on the Twin Cities campus requests approval to create a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree in Environmental Geosciences, effective fall 2019. Environmental geoscience is the study of processes within, and interactions between, the atmosphere, the ocean and the land that determine the habitability and sustainability of the planet. The proposed programs will help students develop key observational and analytical skills that enable them to address fundamental questions about the functioning of geoscience systems, especially in relation to hydrology and water quality, soils, mineral resources, and climate change. The proposed program makes use of existing courses and resources.

▪ **College of Continuing and Professional Studies (Twin Cities campus)—Create B.S. degree in Health and Wellness**

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a Bachelor of Science (B.S.) degree in Health and Wellness, effective fall 2019. The proposed degree program has a curriculum that includes key biological, physical, and social sciences relevant to health and wellness in the 21st century. This customizable program prepares students for future career options in a variety of fields. The proposed program has previously existed as a major within the Inter-College Program baccalaureate degree. As such, the content is not new; this simply creates a stand-alone degree. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Create graduate minor in Race, Indigeneity, Gender, and Sexuality**

The College of Liberal Arts on the Twin Cities campus requests approval to create a graduate minor in Race, Indigeneity, Gender, and Sexuality, effective spring 2019. The proposed program utilizes a comparative framework to analyze multiple forms of social difference and their interactions in relation to one another. The minor is interdisciplinary and complements a wide variety of graduate programs. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Duluth campus)—Create Master of Professional Studies in Multidisciplinary Research and Creativity**

The College of Liberal Arts on the Duluth campus requests approval to create a Master of Professional Studies in Multidisciplinary Research and Creativity, effective fall 2019. The proposed program is a customizable program that prioritizes applied research skills, creative and innovative problem solving, socially-conscious leadership, and the integration of theory and practice across disciplines. In response to regional needs, this program provides professional development opportunities in less traditional fields. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Duluth campus)—Create B.A. degree in Cognitive Science**

The College of Liberal Arts on the Duluth campus requests approval to create a Bachelor of Arts (B.A.) degree in Cognitive Science, effective spring 2019. The proposed program is an interdisciplinary approach to understanding the human mind. Students will gain a more thorough understanding of the nature and development of such capacities as consciousness, perception, information processing, language acquisition and processing, planning, reasoning, learning, representation and use of knowledge, and problem-solving. The program is being created in response to demand for the existing undergraduate minor. The proposed program makes use of existing courses and resources.

- **Morris Campus—Create undergraduate minor in Jazz Studies**

The Morris campus requests approval to create a new undergraduate minor in Jazz Studies, effective fall 2019. The proposed program offers non-music majors an opportunity for the development of fundamental skills in jazz performance and style. The goals of the program are to expose students to a wide range of jazz styles, teach them the cultural context of jazz, and develop their improvisation abilities. The proposed program makes use of existing courses and resources.

- **Morris Campus—Create undergraduate minor in Sustainability Leadership**

The Morris campus requests approval to create a new undergraduate minor in Sustainability Leadership, effective fall 2019. The proposed program provides an interdisciplinary opportunity for students in any major to learn about environmental, social, and economic sustainability. The program emphasizes the analysis and interpretation of issues, as well as communication about problems and policies, across multiple perspectives. The proposed program makes use of existing courses and resources.

II. Request for Changes to Academic Programs

- **College of Liberal Arts (Duluth campus)— Create sub-plans in General History and Public History within the B.A. degree in History**

The College of Liberal Arts on the Duluth campus requests approval to create sub-plans in General History and Public History within the Bachelor of Arts (B.A.) degree in History, effective fall 2019. The proposed changes better reflect current curricular alignment and student demand.

- **College of Education and Human Development (Twin Cities campus)—Change the name of the Ph.D. degree in Child Psychology to Developmental Psychology**

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- **College of Liberal Arts (Twin Cities campus)—Deliver the M.S. degree in Scientific and Technical Communication fully online**

The College of Liberal Arts on the Twin Cities campus requests approval to deliver the Master of Science (M.S.) degree in Scientific and Technical Communication fully online, effective fall 2019. The program has been delivered partially online for many years and is now ready to offer a fully online option.

- **Rochester Campus—Add new delivery site to the B.S. degree in Health Professions**

The Rochester campus requests approval to add a new delivery site to the Bachelor of Science (B.S.) degree in Health Professions, effective summer 2019. The new delivery site will be located at the Mayo Clinic School of Health Sciences. Both coursework and clinical rotations will be delivered at this site.

III. Request for Approval of Discontinued Academic Programs

- **School of Public Health (Twin Cities campus)—Discontinue Ph.D. degree in Molecular and Systems Toxicology**

The School of Public Health on the Twin Cities campus requests approval to discontinue the Doctor of Philosophy (Ph.D.) degree in Molecular and Systems Toxicology, effective summer 2019. There are no students currently enrolled in this program.

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**University of Minnesota Board of Regents
Mission Fulfillment Committee
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Tenured Outside Hires

The decision of the Board of Regents to confer tenure and rank for any individual faculty hire from outside the University of Minnesota becomes effective on the first day of that faculty member's academic appointment at the University.

Tenured Hires for the February 2019 Board of Regents meeting – Twin Cities campus Recommended by Executive Vice President and Provost Karen Hanson

Patrick Nachman

**Professor with tenure
Department of Medicine
Medical School**

Professor Nachman earned his medical degree from the Boston University in 1989. His translational clinical research has been in glomerular diseases and systemic vasculitis. Prior to joining the University of Minnesota, Dr. Nachman was professor and deputy director of the Kidney Center at the University of North Carolina, Chapel Hill.

Ziad Nahas

**Professor with tenure
Department of Psychiatry
Medical School**

Dr. Nahas' scientific interests lie in translational research of mood dysregulation and depressive disorders. He earned his medical degree from Saint Joseph University in Lebanon. Previously, Dr. Nahas was professor and chair of the Department of Psychiatry at the American University of Beirut Medical Center. He will serve as Vice-Chair for Clinical Affairs in the Medical School.

Internal Hires

Marco Pravetoni

**Associate Professor with tenure
Department of Pharmacology
Medical School**

Professor Pravetoni's research interests focus on the pre-clinical development of novel therapies for drug addiction using strategies that can be extended to other chronic non-communicable diseases. He earned his Ph.D. from the University of Minnesota in 2008. Dr. Pravetoni was a senior investigator at the Minneapolis Medical Research Foundation at Hennepin County Medical Center before getting his first faculty appointment at the University of Minnesota in 2011.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 7, 2019

AGENDA ITEM: Information Items

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Robert B. McMaster, Acting Executive Vice President and Provost

PURPOSE & KEY POINTS

Student, Faculty, and Staff Activities and Awards

This report highlights select activities at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University. This report appears as a regular item on the Mission Fulfillment Committee agenda.

Systemwide Student Mental Health Data

This report provides the Board with updated student mental health data from the 2018 College Student Health Survey of University of Minnesota students, as requested by the committee in May 2018.

Student mental health remains the number one public health issue on all University of Minnesota campuses. In May 2018, the Board discussed a comprehensive report that overviewed approaches to student health and wellness programs, including mental health resources on all five campuses. New initiatives, investments and collaborations were discussed. The report included data from the 2015-16 College Student Health Survey conducted by Boynton Health.

In February 2017, the Board discussed student mental health on the Twin Cities campus and received an update on the impact of additional funding for student mental health services. The March 2017 and March 2016 reports of the Student Representatives to the Board of Regents raised a number of concerns and questions regarding the serious issue of student mental health nationally and across the University system. At the June 2016 meeting, additional information was provided about student mental health and mental health services, in support of potential future Board discussions and actions on the topic.

Completed Comprehensive Review of Board Policy

The purpose of this item is to inform the committee that the comprehensive review of the following Board policies has been completed and the policy implementers have recommended that no changes be made at this time:

- Board of Regents Policy: *Academic Freedom and Responsibility*
- Board of Regents Policy: *Libraries and Archives*
- Board of Regents Policy: *Submitting and Accepting Sponsored Projects*

The policies are in the docket for reference. If there are items that the committee would like addressed, those will be recorded and referred back to the policy implementer. If the committee raises no additional items, the comprehensive review process will be complete and the date of last comprehensive review will be noted within each policy.

Board of Regents Policy: *Board Policy Development* defines the comprehensive review process as follows:

Board policies shall be comprehensively reviewed every six years. The objective of the comprehensive review is to determine:

- whether the fundamental principles established in the policy still align with the strategic direction and mission of the University;
- if the policy is still needed; and
- if the policy aligns with current practice.

The comprehensive review process ensures that policies are monitored and reviewed in a timely manner. Policies are divided into “classes,” which seek to balance review load across policy implementers and Board committees in any given year.

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**February 7, 2019
Mission Fulfillment Committee
Information Report**

This report highlights select activities at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University.

University Highlights

The University of Minnesota's Center for Infectious Disease Research and Policy (CIDRAP) has received a \$5.4 million gift from the Walton Family Foundation to address significant drug and medical supply shortages experienced globally. This work will focus on the supply chains and global disruptions for the most critical drugs for life-saving and life-sustaining treatment.

The University of Minnesota has received an \$8 million lead gift, made by James R. and Carmen D. Campbell, to support the renovation and modernization of the building that houses the Institute of Child Development.

Growing North Minneapolis, a community-based collaborative that includes several University of Minnesota units within the College of Food, Agricultural and Natural Resource Sciences (CFANS), received a \$225,000 grant from the United States Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA). This grant will fund Growing North initiatives for two years with the intention of expanding the organization's impact on student participants.

The Humphrey School of Public Affairs was awarded a \$135,122 grant by the Minnesota Historical Society to fund the Smart Politics Minnesota historical election data archive, an online database that will hold the history of state and federal election results in Minnesota.

University of Minnesota Technology Commercialization announced the formal launch of Vascudyne Inc., a startup company focused on the development of biologically engineered tissue for medical device and therapeutics applications. Vascudyne's technology is based on discoveries by University researcher Robert Tranquillo, biomedical engineering and chemical engineering & materials science.

University of Minnesota Rochester received the Environmental Achievement Award from Rochester Public Utilities and the Olmsted County Environmental Commission. This award is in recognition of significant contributions to environmental quality in Olmsted County.

Faculty and Staff Activities and Awards

Macaran "Mac" Baird, professor emeritus and retired Head of the Department of Family Medicine and Community Health, has been named the 2018 Shotwell Award recipient by Twin Cities Medical Society.

The Shotwell Award is given annually to a community member for their noteworthy effort in the field of healthcare including dedicated service to mankind; significant contribution to the field of

medicine; significant break-through in some form of research; or innovations and/or improvements in healthcare delivery.

The National Academy of Inventors (NAI) announced today that Frank Bates, chemical engineering and materials science, has been named an NAI Fellow. Election to NAI Fellow status is the highest professional distinction accorded to academic inventors who have demonstrated a prolific spirit of innovation in creating or facilitating outstanding inventions that have made a tangible impact on quality of life, economic development and the welfare of society.

Rozina Bhimani, School of Nursing, has been awarded a grant from the Association of Rehabilitation Nurses' Rehabilitation Nursing Foundation for her research, *Effects of Mobilization Patterns on Spasticity Symptom Cluster: Understanding Functional Outcomes*. The purpose of the grant is to support projects intended to have a significant impact on rehabilitation nursing and rehabilitation nursing research.

David A. Chang, history, has been chosen by the Modern Language Association (MLA) to receive the MLA Prize for Studies in Native American Literatures, Cultures, and Languages for his book, *The World and All the Things upon It: Native Hawaiian Geographies of Exploration*.

Allan Erbsen, Law School, was elected to membership in the American Law Institute (ALI). ALI is the leading independent organization in the United States producing scholarly work to clarify, modernize, and improve the law. The group drafts, discusses, revises, and publishes Restatements of the Law, Model Codes, and Principles of Law that are enormously influential in the courts and legislatures, as well as in legal scholarship and education.

Josephine Lee (English and Asian American studies); J.B. Shank (history) & Benjamin Wiggins (University Libraries and history); and Travis Wilds (French and Italian) have been awarded grants from The National Endowment for the Humanities (NEH). The purpose of these awards is to support innovative digital projects for the public, the preservation of collections at small institutions, and humanities initiatives on college campuses.

The eighth edition of *Complementary & Alternative Therapies in Nursing* won an American Journal of Nursing Book of the Year Award, placing third in the Adult Primary Care category. The book was edited by School of Nursing faculty Ruth Lindquist and Mary Fran Tracy; and School of Nursing Professor Emeritus Mariah Snyder.

Frank Meuschke, U of M Landscape Arboretum, has been awarded a \$10,000 Artist Initiative Grant by the Minnesota State Arts Board. Meuschke will use the grant to edit and print photographs of the interaction of scientists and the land at Cedar Creek.

Rachel Vogel, obstetrics, gynecology and women's health and Masonic Cancer Center, received a Department of Defense (DOD) 2018 Ovarian Cancer Research Program Ovarian Cancer Academy - Early-Career Investigator Award, worth \$1,116,501 over four years. Vogel's mentors on the program are Melissa Geller, obstetrics, gynecology and women's health, and Heather Nelson, School of Public Health. The same team, this time led by Nelson, was also awarded a DOD Ovarian Cancer Research Program - Pilot Grant, worth \$385,000 over two years for their

project titled “Cytomegalovirus reactivation in ovarian cancer.”

Student Activities and Awards

Governor-Elect Tim Walz appointed Nancy Leppink (Law School, '85) as commissioner of the state's Department of Labor and Industry.

Governor-elect Tim Walz has appointed Rebecca Lucero (Law School, '07) as commissioner of the state's Department of Human Rights.

UMN Systemwide College Student Mental Health Data – 2018

Prepared by University of Minnesota System Student Affairs

Lisa Erwin, Vice Chancellor for Student Life and Dean of Students, UMN Duluth

Sandra Olson-Loy, Vice Chancellor for Student Affairs, UMN Morris

Lisa Samuelson, Interim Associate Vice Chancellor for Student Affairs, UMN Crookston

Julie Thornton, Assistant Vice Chancellor for Student Success & Engagement, UMN Rochester

Maggie Towle, Interim Vice Provost for Student Affairs and Dean of Students, UMN Twin Cities

All University of Minnesota campuses strive to improve the health of their students, staff, and faculty. The American College Health Association Healthy Campus 2020 model emphasizes an ecological approach to improve student, faculty, and staff health. While specific campus programs may differ in their approaches, successful healthy campus initiatives include:

1. A network of people working toward a common vision
2. Priority health needs of your community
3. A plan with strategies and action steps
4. Community- and individual-focused interventions
5. Tracking and evaluation of progress

The University of Minnesota's College Student Health Survey (CSHS) highlights students' health status and health-related behaviors. The University has administered the survey on all campuses every three years beginning in 2003. Students were randomly selected to complete the survey in Spring 2018. Response rates are: UMN Crookston - 48.8%; UMN Duluth 43.4%; UMN Morris 53.6%; UMN Rochester 70.9%; and UMN Twin Cities 40.4%.

University of Minnesota campuses use the survey data to:

- inform and determine priorities for health services, programs, policies and further evaluation
- inform departments and academic units of current health issues
- provide recommendations to administration
- provide researchers with existing data for further research and grant applications
- give credibility to funding requests for initiatives to meet student health needs

Mental Health Diagnoses: Prevalence and Increased Demand for Services

Student mental health remains the primary public health issue on the University's five campuses. Anxiety now leads depression as the most common diagnosis on all of the five campuses (table 1).

Table 1. Lifetime Prevalence of Mental Health Issues for University of Minnesota students

Lifetime Diagnosis	UMC (On campus)	UMD	UMM	UMR	UMTC	Range for all 18 schools in 2018 Survey*
Any mental health diagnosis	33.1%	35.9%	47.6%	34.8%	42.2%	33.1% to 57%
Anxiety diagnosis	24%	26.3%	37.1%	26.2%	31.6%	24.0% to 46.4%
Depression diagnosis	19.6%	20.9%	32.6%	21.5%	27.0%	19.6% to 45.2%

*Other 2018 CSHS participating institutions include two public 4-year universities: Bemidji State University and Winona State University, two private 4-year institutions, Carleton College and St. Catherine University, and eight 2-year institutions.

Overall:

- More than one in 3 UMN students (40%) report a history of a mental health diagnosis.
- Nearly one in 3 UMN students (30%) report a history of an anxiety disorder.
- More than one in 4 UMN students (26%) report a lifetime diagnosis of depression.

The CSHS demonstrates an upward trend in the prevalence of mental health diagnoses on all campuses. Possible contributions to this increase include more symptoms in young adults, greater opportunities to diagnose mental disorders due to decreased stigma, increased interventions and treatments allowing more students with mental illness to matriculate into the University, and additional social, cultural, familial, and technological factors.

Table 2. Inability to Manage Stress – Past 12 months

Stress Management	UMC (On campus)	UMD	UMM	UMR	UMTC	Range for all 18 schools in 2018 Survey
Students unable to manage their stress	30.6%	39.4%	46.0%	49.3%	41.5%	28.7% to 49.3%

Students need not meet criteria for a diagnosable mental illness to suffer from diminished mental health. From nearly a third to nearly half (31–49%) of the students on each of our campuses report an inability to manage their stress level.

Table 3. UMN Students Top Mental Health Stressors – Past 12 Months

Top Stressors	UMC (On campus)	UMD	UMM	UMR	UMTC
Roommate/Housemate Conflict	25.8%	30.6%	29.1%	38.5%	20.6%
Termination of a Personal Relationship	14.0%	16.6%	19.4%	20.8%	14.6%
Parental Conflict	16.8%	14.3%	20.8%	23.7%	13.6%
Serious Physical Illness of Someone Close	16.5%	13.1%	19.7%	24.7%	14.8%
Death of Someone Close to You	21.6%	16.3%	21.5%	24.0%	14.8%
Put on Academic Probation	7.3%	4.7%	9.0%	3.9%	3.6%
Failing a Class	11.8%	9.8%	10.8%	7.4%	7.1%

Students are surveyed regarding common stressors from the Holmes and Rahe Stress Scale (Holmes and Rahe, 1969) and adapted to college students. Of the 19 stressors listed, 37% of UMN students reported experiencing 0 stressors; 41% reported 1-2 stressors and 22% experienced 3 or more.

Table 4. Understanding UMN Students Health/Personal Issues and Their Impact on Academics – Past 12 Months

Health or Personal Issue - UMN	% of Students Reporting	% of Students Reporting the Issue Impacted Academics (among those who reported experiencing the issue)
Stress	74.5%	51.3%
Excessive Computer/Internet Use	48.7%	41.0%
Sleep Difficulties	47.3%	54.1%
Mental Health Issue (Depression/Anxiety, etc.)	39.4%	57.8%
Financial Difficulties	36.0%	27.1%
Concern for a Family Member or Friends	35.7%	30.8%
Upper respiratory infection	32.1%	37.7%

Table 4 shows the seven most commonly reported health/personal issues among University of Minnesota students are: stress (74.5%), excessive computer/internet use (48.7%), sleep difficulties (47.3%), mental health issues (39.4%), financial difficulties (36.0%), concern for family or friends (35.7%) and upper respiratory infection (32.1%). Stress tops the list across all five campuses. Among UMN students who report a particular issue, those with the greatest impact on academic performance are: mental health issues (57.8%), having a disability (54.8%), sleep difficulties (54.1%), stress (51.3%), serious injury (45.3%), and sexual assault (44.3%).

Consistent with the high prevalence of mental disorders and stress, the five UMN campuses have experienced increased demand for mental health services. Counseling and mental health directors also describe a trend for students to present with greater severity and/or more frequent long-standing mental health histories. The increase in students seeking mental health services is also likely related to decreased barriers to accessing care. There appears to be a fundamental change in student expectations for the services they will access during their education.

Campus specific information on mental health trend data, services, challenges, and opportunities follow.

University of Minnesota Crookston

Submitted by Lisa Samuelson, Interim Associate Vice Chancellor for Student Affairs

Mental Health Diagnoses: Prevalence and Increased Demand for Services at UMN Crookston

The percentage of Crookston students reporting the diagnosis of at least one mental health condition within their lifetime increased from 25.6% in 2010 to 33.1% in 2018. The percentage of students reporting at least one mental health diagnosis within the last twelve months also increased - from 11.7% in 2010 to 18.6% in 2018.

UMN Crookston Table 1: Lifetime Prevalence of Mental Health Issues

UMN Crookston Lifetime Diagnosis	2010	2013	2015	2018
Any mental health diagnosis	25.6%	24.9%	30.8%	33.1%
Anxiety diagnosis	11.9%	14.9%	18.7%	24.0%
Depression diagnosis	17.6%	13.8%	19.4%	19.6%

Consistent with the national trends, the University of Minnesota Crookston has experienced an increase in students reporting mental health issues across all areas in the last eight years. Directly related to mental health issues are issues related to stress.

UMN Crookston Table 2: Inability to Manage Stress – Past 12 months

UMN Crookston Stress Management	2010	2013	2015	2018
Students unable to manage their stress	25.1%	24.6%	30.1%	30.6%

The issue of adequate sleep has emerged in the current survey results as something needing further exploration and attention.

UMN Crookston Table 3: Adequate Sleep 3 or fewer days in the past 7 days

UMN Crookston Adequate Sleep	2010	2013	2015	2018
Students with 3 or fewer nights of adequate sleep in past 7 days	57.1%	47.9%	53.0%	66.1%

UMN Crookston Themes from the 2018 CSHS Results

Mental Health

The percentage of UMN Crookston students reporting the diagnosis of at least one mental health condition *within their lifetime* increased from 30.7% in 2010 to 33.1% in 2018. The mental health diagnosis with the greatest increase is anxiety and was reported at 11.9% in 2010 and 24% in 2018.

UMN Crookston has been able to leverage resources to increase the direct service hours available to students by making one counselor position full-time while the other position within the department has 60% direct service hours with students. The Learn to Live program has also afforded UMC the opportunity to reach out to more students to provide guided resources based on their individual needs. Since the 2015 CSHS survey results, UMN Crookston has also strengthened its partnership in making referrals to the local provider Northwest Mental Health Center.

Mental Health Stressors

The percentage of students indicating that they are unable to manage their stress increased from a level of 24.6% in 2013 to 30.6% in 2018 with the figures remaining nearly constant from the CSHS conducted in 2015 with 30.1% reporting the same. This data is counter to the information addressing specific stressors, which indicated a decrease in the number of students experiencing one or two stressors by 3.3% while those reporting three or more only increased by 0.6%. Since the 2015 CSHS, UMN Crookston has implemented several initiatives on stress reduction and mindfulness. Specifically, the campus has implemented Meditation Mondays and Color Away Stress, both of which take place weekly. In addition, UMC holds Pet Away Stress and Spa Days the week prior to Final Exams.

Adequate Sleep

Sleep hygiene has had significant variance in reporting levels in the last four CSHS surveys. In 2013, 47.9% of students reported they had 3 or fewer nights of adequate sleep. In 2018, that number jumped to 66.1%, which was a significant increase. As a result of the most recent data, the Wellness Committee will be researching best practices and developing strategies to address the issue.

University of Minnesota Duluth

Submitted by Lisa Erwin, Vice Chancellor for Student Life and Dean of Students

Mental Health Diagnoses: Prevalence and Increased Demand for Services at UMD

The percentage of UMD students reporting the diagnosis of at least one mental health condition within their lifetime increased from 24.7% in 2010 to 35.9% in 2018. The percentage of students reporting at least one mental health diagnosis within the last twelve months also increased - from 11.5% in 2010 to 17% in 2018.

UMN Duluth Table 1: Lifetime Prevalence of Mental Health Issues

UMD Lifetime Diagnosis	2010	2013	2015	2018
Any mental health diagnosis	24.7%	26.3%	34.0%	35.9%
Anxiety diagnosis	14.2%	15.6%	21.2%	26.3%
Depression diagnosis	15.3%	14.4%	20.6%	20.9%

Inability to manage stress has consistently increased as a primary area of concern in the data. This is consistent with the annual Association of College Counseling Center Directors (AUCCCD) 2017 survey which identifies anxiety (48.2%) and stress (39.1%) as the first and second most common presenting problem.

UMN Duluth Table 2: Inability to Manage Stress – Past 12 months

UMD Stress Management	2010	2013	2015	2018
Students unable to manage their stress	25.8%	27.7%	33.0%	39.4%

The strong correlation between adequate sleep and good mental health is well documented in medical and psychological literature as both a risk factor for and the result of a mental health diagnosis. The chart below demonstrates that more than half of students report three or fewer nights of adequate sleep.

UMN Duluth Table 3: Adequate Sleep 3 or fewer days in the past 7 days

UMD Adequate Sleep	2010	2013	2015	2018
Students with 3 or fewer nights of adequate sleep in past 7 days	52.6%	52.6%	50.6%	64.8%

UMN Duluth Themes from the 2018 CSHS Results

Mental Health

The percentage of UMD students reporting the diagnosis of at least one mental health condition *within their lifetime* increased from 34.0% in 2015 to 35.9% in 2018. The percentage of students reporting at least one mental health diagnosis *within the last twelve months* also increased - from 15.5% in 2015 to 17% in 2018.

- UMD's FY18 allocation included funding for two new mental health counselor positions. The student:counselor ratio improved from 1:2,481 in FY17 to 1:1,840 in FY19. UMND Counseling increased the number of "Let's Talk" sessions on campus in Fall 2018, and the program was offered in a new location. Given the continued increase in UMD students reporting at least one mental health condition, careful attention will be given as to how those resources will continue to be deployed to meet students' needs.
- UMD also plans to engage faculty and staff in broader conversations about supporting students with mental health conditions. The Student Care Team (SCT) has organized a session called *Managing Concerning Student Behavior*, which will be presented in each of UMD's five collegiate units during the Spring 2019 semester. The session is designed to provide faculty with information and practical strategies.

Adequate Sleep

Since the 2015 CSHS, UMD Health Services has focused on the importance of sleep in their research and programming efforts. In 2015, just over half (50.6%) of students participating in the survey reported that they received adequate sleep three or fewer days over the previous seven days. That percentage increased to nearly two-thirds of the participants (64.6%).

Nap zones have been developed on campus in collaboration with Kirby Student Center and sleep kits were distributed to 500 UMD students. UMD Health Services is currently in the process of collaborating with the Rothenberger Institute and the Department of Applied Health Sciences to bring an online course to UMD called SEE (Sleep, Eat and Exercise) to further support student sleep habits. The current work on coaching students on improving their sleep habits will continue.

University of Minnesota Morris

Submitted by Sandra Olson-Loy, Vice Chancellor for Student Affairs, UMN Morris

Mental Health Diagnoses: Prevalence and Increased Demand for Services at UMN Morris

The percentage of UMN Morris students reporting the diagnosis of at least one mental health condition *within their lifetime* increased significantly from 31.6% in 2010 to 47.6% in 2018 – impacting nearly one in two students. Students reporting at least one mental health diagnosis *within the last twelve months* also increased - from 14.9% in 2010 to 24.1% in 2018.

UMN Morris Table 1: Lifetime Prevalence of Mental Health Issues

UMN Morris Lifetime Diagnosis	2010	2013	2016	2018
Any mental health diagnosis	31.6%	30.0%	40.2%	47.6%
Anxiety diagnosis	15.8%	18.4%	30.0%	37.1%
Depression diagnosis	20.8%	17.9%	27.2%	32.6%

These increases correlate with the comprehensive student health histories Morris collects from entering students which shows significantly more new students are indicating that they have experienced mental health challenges before coming to college. Directly related to mental health issues are issues related to stress.

UMN Morris Table 2: Inability to Manage Stress – Past 12 months

UMN Morris Stress Management	2010	2013	2016	2018
Students unable to manage their stress	27.1%	35.0%	43.5%	46.0%

In 2018, significantly fewer students report having had enough sleep to feel rested when they woke up in the morning; 2 of 3 students had adequate sleep on only three or fewer days in a given week.

UMN Morris Table 3: Adequate Sleep 3 or fewer days in the past 7 days

UMN Morris Adequate Sleep	2010	2013	2016	2018
Students with 3 or fewer nights of adequate sleep in past 7 days	53.8%	53.4%	51.8%	67.2%

UMN Morris Themes from the 2018 CSHS Results

Mental Health

The percentage of UMN Morris students reporting the diagnosis of at least one mental health condition *within their lifetime* increased from 31.6% in 2010 to 47.6% in 2018. The mental health diagnosis with the greatest increase is anxiety – reported at 15.8% in 2010 and 37.1% in 2018.

- UMN Morris Student Counseling utilization increased over the last decade to over 20% of students seeking mental health counseling appointments. In FY18, 346 students (22% of degree seeking students) were seen for a total of 1,911 appointments.
- Research is needed to understand the relationship between institution size and type, student body composition, and needs for mental health services. For example, students with complex mental health histories and their families anecdotally report being drawn to smaller campuses where they perceive they won't "slip through the cracks."
- Student Counseling mental health counselors increased from 2.45 to 3.0 FTE over the last three years, with counseling interns adding additional resources. New initiatives include a telepsychiatry pilot with UMTC Boynton Health (established 11/2017) which is garnering very positive feedback and counters a six-month wait time for appointments in the region; Let's Talk consultations; and the systemwide UMN Learn to Live on-line program.
- Morris coordinates the systemwide collaboration and learning network of mental health and student affairs leaders, launched in fall 2017, to share resources and learning.

Mental Health Stressors and Adequate Sleep

In 2018, nearly half of Morris students (46.0%) reported that they are unable to manage their stress, up from 27.1% in 2010; and only one in three (32.8%) got enough sleep to feel rested when they woke up for four or more days in a given week.

- Colleges with selective admissions and demanding curriculums like Morris may attract students whose drive and high expectations fuel greater stress and tendencies toward anxiety. Stress is likely exacerbated for UMM's high percentage of students coming from backgrounds traditionally underserved in higher education (e.g., first generation college students, students from low-income households, American Indian students and students of color, rural students, LGBTQIA2S+ students, and students with disabilities).
- Sleep matters for students' mental health, physical health, and college success. Students who report fewer nights of adequate sleep report a lower ability to manage their stress. "When building a healthy lifestyle, the importance of adequate sleep cannot be stressed enough. Both mind and body need rest to function at peak efficiency. Without it, your mental, emotional, and physical health suffer, potentially pushing you further away from your personal goals. When you sleep, you give your body the time it needs to cleanse, stabilize, and heal itself." (<http://www.mentalhealthamerica.net/blog/sleep-deprivation-effects-mind-and-body>)
- Morris is developing a holistic student mental health and wellbeing framework based on national models of innovative practice. A Quality Initiative focused on first-year students' success will infuse mental health/wellbeing information, resources, and skill building into curricular and co-curricular life – for success in college and life. Pilot projects are underway.

University of Minnesota Rochester

Submitted by Julie Thornton, Assistant Vice Chancellor for Student Success & Engagement, UMN Rochester

Mental Health Diagnoses: Prevalence and Increased Demand for Services at UMN Rochester

The percentage of Rochester students reporting the diagnosis of at least one mental health condition within their lifetime increased from 27.9% in 2013 to 34.8 % in 2018. The percentage of students dealing with an anxiety diagnosis has almost doubled in the last 8 years - from 15.7% in 2010 to 26.2 % in 2018.

UMN Rochester Table 1: Lifetime Prevalence of Mental Health Issues

UMN Rochester Lifetime Diagnosis	2010	2013	2016	2018
Any mental health diagnosis	31.5%	27.9%	31.9%	34.8%
Anxiety diagnosis	15.7%	17.8%	27.1%	26.2%
Depression diagnosis	21.3%	17.0%	18.4%	21.5%

Consistent with the national trends, the University of Minnesota Rochester has experienced an increase in students reporting mental health issues across all areas in the last eight years. Directly related to mental health issues are issues related to stress.

UMN Rochester Table 2: Inability to Manage Stress – Past 12 months

UMN Rochester Stress Management	2010	2013	2016	2018
Students unable to manage their stress	23.0%	31.9 %	48.6 %	49.3%

The issue of adequate sleep has emerged in the current survey results as something needing further exploration and attention around.

UMN Rochester Table 3: Adequate Sleep 3 or fewer days in the past 7 days

UMN Rochester Adequate Sleep	2010	2013	2016	2018
Students with 3 or fewer nights of adequate sleep in past 7 days	46.6%	50.3%	60.0%	72.8%

UMN Rochester Themes from the 2018 CSHS Results

Mental Health

The percentage of UMN Rochester students reporting the diagnosis of at least one mental health condition *within their lifetime* increased from 27.9% in 2013 to 34.8% in 2018. The mental health diagnosis with the greatest increase is anxiety and was reported at 15.7% in 2010 and 26.2% in 2018.

In response, UMN Rochester prioritized resources towards hiring one full time counselor position in August 2017. The benefit of having this new position on campus is that students no longer wait to be seen by a counselor within a very small allotted monthly time frame. The counselor practices solutions-based counseling, and encourages student interaction with campus and Rochester resources for making positive change. Additionally, UMN Rochester continues to prioritize resilience, wellbeing and stress management through a primary focus on the dimensions of wellbeing and such initiatives as de-stress/relaxation events, Living on Purpose course, Pawsitivity (animal therapy), yoga, meditation, mindfulness, a new courses focused on wellbeing and living learning communities with a focus on wellbeing, to name a few.

Mental Health Stressors

The percentage of students indicating that they are unable to manage their stress increased from a level of 31.9% in 2013 to 49.3% in 2018 with the figures remaining nearly constant from the CSHS conducted in 2015 with 48.6% reporting the same. Since the 2015 CSHS, UMN Rochester has been more intentional with initiatives on stress reduction and mindfulness. The addition of a full-time health and wellness director, a full-time on-campus counselor, and increased programming through those positions and through living learning communities, has bolstered awareness and coping strategies.

Adequate Sleep

Sleep hygiene has had significant variance in reporting levels in the last four CSHS surveys. In 2010, 46.6% of students reported they had 3 or fewer nights of adequate sleep. In 2018, that number jumped to 72.8%, which is a significant increase. As a result of the most recent data, the Health and Wellbeing Working Group that is tackling this issue and will develop strategies to address the issue.

University of Minnesota Twin Cities

Submitted by Maggie Towle, Interim Vice Provost for Student Affairs and Dean of Students

UMN Twin Cities Themes from the 2018 CSHS Results

Mental Health

The number of UMN Twin Cities (UMTC) students with a mental health condition continues to surge, with 42.2% in 2018 reporting at least one mental health condition *within their lifetime*, a 29% increase since 2015. Students reporting at least one mental health diagnosis *within the last twelve months* also grew to 19.5% in 2018 from 11.3% in 2015.

UMTC Table 1: Lifetime Prevalence of Mental Health Issues

UMTC Lifetime Diagnosis	2010	2013	2015	2018
Any mental health diagnosis	27.1%	29.9%	32.7%	42.2%
Anxiety diagnosis	15.1%	18.2%	21.7%	31.6%
Depression diagnosis	16.6%	19.3%	20.8%	27.0%

Contributing factors may be found in the sharp increase in the percentage of students who have unmanageable levels of stress. It is also reflected somewhat in the lack of adequate sleep.

UMTC Table 2: Inability to Manage Stress – Past 12 months

UMTC Stress Management	2010	2013	2015	2018
Students unable to manage their stress	26.8%	29.3%	34.7%	41.5%

UMTC Table 3: Adequate Sleep 3 or fewer days in the past 7 days

UMTC Adequate Sleep	2010	2013	2015	2018
Students with 3 or fewer nights of adequate sleep in past 7 days	53.1%	49.2%	45.8%	69.5%

Although we do not know why we are seeing these increases, students going to college experience multiple transitions, including a more rigorous academic environment, a transition away from usual support systems, new living situations, more independence and more distractions. Students are also at an age when mental health problems are more likely to develop. With improvements in therapy and medication, students with a mental health condition are well equipped to attend college.

Mental Health Resources and Service Levels

Boynton Health and Student Counseling Services (SCS) provide the majority of individual mental health services, with additional significant resources delivered by the OSA Care Program and Disability Resource Center. Both Boynton and SCS provide individual and group therapy. Boynton also offers medication management. Staff increases at Boynton and SCS have been essential to support capacity for year-after-year increases in requests for mental health care.

- At Boynton Health, FY 18 allocation funded four new mental health counselors and one new advanced practice (APRN) prescriber. FY 19 allocation included funding four new mental health counselors. Boynton doubled FTE capacity over the past six years.
- At SCS, FY 18 increased 2 FTEs to serve 212 additional students. FY 19 staffing allocations increased 1.5 FTEs, including a full-time counselor embedded in the Carlson School of Management and a half-time counselor embedded in the College of Liberal Arts.
- On average, demand for mental health services at Boynton Health increased 13% per year since 2015, with a 16% increase in the fall 2018 semester compared to fall 2017. Rapid increase in staffing is a major factor in eliminating wait lists since fall 2016.
- The OSA Care program (2 FTE) has managed 274 cases, including those referred to the Behavioral Consultation Team, since July 1, 2018 - up 54 cases from this time last year.

Innovative Programs

Several new programs support campus-wide approaches to manage stress and mental health. Student Affairs supports a population-based approach to all campus health issues.

- **“Let’s Talk”** offers informal drop-in consultations at eight locations on campus. Although not a substitute for formal counseling, Let’s Talk counselors listen to students’ problems, provide support and help explore solutions and resources.
- **PAWS (Pet Away Worry & Stress)** features registered therapy animal teams with dogs, bunnies, chickens and other animals. Attendance continues to grow significantly, with students finding social connection and stress reduction at weekly sessions.
- **Learn to Live** delivers online cognitive behavioral therapy to all systemwide campuses. Subsidized by the Student Health Benefit Plan through FY20, in its first year 13.5% of fee-paying students accessed the program by creating an account, 9.4% engaged in an assessment, and 4.2% engaged in at least one online therapy module.
- **de-stress** is a Boynton student health promotion group providing peer support to UMTC students through Stress Check-ins and collaborations with student groups.
- **Provost’s Council for Student Mental Health (PCSMH)** is a campus-wide initiative that consists of five committees: Faculty and Instructors; Communications; Research and Surveys; Direct Service Provision; and Prevention, Wellness, and Training. The committee membership consists of students, staff and faculty with expertise and motivation to improve mental health on campus. The committee helps coordinate efforts across campus.

Exploring new locations: Boynton Health and SCS will meet in late January with West Bank representatives to discuss interest in locating some mental health services on the West Bank. If established, that convenience and visibility will likely increase utilization for those students.



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

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Academic

**ACADEMIC FREEDOM AND
RESPONSIBILITY**

Adopted: September 8, 1995

Amended: June 12, 2009; May 13, 2011

Supersedes: (see end of policy)

ACADEMIC FREEDOM AND RESPONSIBILITY

SECTION I. GUIDING PRINCIPLES.

The Board of Regents (Board) of the University of Minnesota (University) reaffirms the principles of academic freedom and responsibility. These are rooted in the belief that the mind is ennobled by the pursuit of understanding and the search for truth, and the state well served when instruction is available to all at an institution dedicated to the advancement of learning. These principles are also refreshed by the recollection that there is *commune vinculum omnibus artibus*, a common bond through all the arts.

SECTION II. ACADEMIC FREEDOM.

Academic freedom is the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University.

SECTION III. ACADEMIC RESPONSIBILITY.

Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.

Supersedes: Academic Freedom and Responsibility dated January 28, 1938; Academic Freedom and Responsibility dated December 14, 1963; Academic Freedom and Responsibility dated January 8, 1971.



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Academic

LIBRARIES AND ARCHIVES

Adopted: July 8, 1994

Amended: March 10, 2006

Technical Change: October 13, 2017; November 5, 2018

Supersedes: (see end of policy)

LIBRARIES AND ARCHIVES

Subd. 1. Scope. This policy governs the libraries and archives of the University of Minnesota (University).

Subd. 2. Collections of the Libraries and Archives. The resources comprising the collections of the University's libraries and archives shall include all books, serials, maps, manuscripts, newspapers, documents, audiovisual materials, archives, statistical and data compilations, objects, and any other information sources in any format that are acquired, licensed, or managed for instructional and research purposes of the University, except for those items that are included in the collections of the University's museums and galleries.

Subd. 3. Guiding Principles. The following principles shall guide the development and operation of the University's libraries and archives:

- (a) The libraries and archives shall serve the University's mission of creating and sharing knowledge through broad access to information resources in published or unpublished form.
- (b) The libraries and archives shall support the products and processes of scholarship through the collection, mediation, and preservation of information resources in all formats and media.
- (c) The archives shall collect and preserve the historically valuable documentation of University units and individuals, including faculty, staff, and administrators.
- (d) The libraries and archives shall be developed and made accessible to all members of the University community and to a broader state and global community through library resource sharing programs.

Subd. 4. Delegation of Authority.

- (a) The president or delegate shall be responsible for the maintenance, development, administration, and use of libraries and archives of the Crookston, Duluth, Morris, and Rochester campuses and the Law School on the Twin Cities campus.
- (b) The University Librarian and Dean of Libraries shall be responsible for the maintenance, development, administration, and use of libraries and archives of the University Libraries, which shall include all Twin Cities campus library service units, other than those of the Law School, that are staffed with regularly scheduled personnel and open for use by all members of the University community. The president or delegate shall approve any exceptions to this delegation.

Supersedes: Libraries - A Policy Statement for Their Government and Administration dated October 25, 1963.



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Administrative

**SUBMITTING AND ACCEPTING
SPONSORED PROJECTS**

Adopted: February 9, 2007

Amended: May 11, 2012

Supersedes: (see end of policy)

SUBMITTING AND ACCEPTING SPONSORED PROJECTS

SECTION I. SCOPE.

This policy identifies the circumstances under which University of Minnesota (University) faculty, staff, and students shall be eligible to submit proposals for sponsored projects and the conditions under which the University will accept such awards.

SECTION II. DEFINITIONS.

Subd. 1. Principal Investigator. *Principal investigator* shall mean the individual or individuals primarily responsible for and in charge of a sponsored project.

Subd. 2. Eligible Academic Professional and Administrative Employees. *Eligible Academic Professional and Administrative Employees* (P&A employees) shall mean employees whose primary position at the University is classified within the 93XX, 96XX, or 97XX series.

Subd. 3. Regular Faculty. *Regular faculty* shall mean a faculty member with a tenure or probationary appointment.

Subd. 4. Sponsored Project. *Sponsored project* shall mean a project funded with grants, contracts, and/or cooperative agreements, including, but not limited to, training, public service, research, and cooperative projects.

Subd. 5. Term Faculty. *Term faculty* shall mean a faculty member with an appointment for a specified length of time.

SECTION III. DELEGATION OF AUTHORITY.

Subd. 1. Sponsored Project Proposals. The president or delegate has the responsibility to approve sponsored project proposals, exercising appropriate judgment regarding the applicant's ability to provide the necessary scientific/technical leadership and administrative/financial management of the project. Only the president or delegate may exercise this authority; individuals eligible to serve as principal investigators may not directly submit proposals to prospective sponsors.

Subd. 2. Sponsored Project Acceptance. The president or delegate has the responsibility to accept sponsored projects on behalf of the Regents of the University of Minnesota. Only the president or delegate may exercise this authority; other individuals may not accept awards or agree to terms proposed by a sponsor.

SECTION IV. SPONSORED PROJECT PROPOSAL REQUIREMENTS.

Subd. 1. Approval Requirements. Proposals may be approved for submission only if:

- (a) the applicant is eligible to serve as a principal investigator as specified in subd. 2 below;



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Supersedes: (see end of policy)

- (b) the president or delegate has approved the applicant as principal investigator on the proposal;
- (c) adequate space is available to house the project; and
- (d) resources judged to be sufficient to conduct and complete the project are available.

Subd. 2. Principal Investigator Eligibility Requirements. The following criteria specify the minimum standards for approval as a principal investigator. These minimum standards must be incorporated into department or collegiate policies and procedures, but units may develop additional or more restrictive standards regarding this matter.

- (a) Automatically Eligible Individuals – The following individuals shall be automatically eligible to serve as principal investigators:
 - (i) regular faculty; and
 - (ii) emeriti faculty.
- (b) Other Eligible Individuals – The following individuals may be eligible to serve as principal investigators if they adhere to policies established by the unit in which they are an employee or student and if they meet funding source criteria, which must be compatible with the University's standards:
 - (i) term and non-regular faculty and other academic employees, such as P&A employees;
 - (ii) individuals with graduate student/professional training status; and
 - (iii) employees with non-academic titles, in unusual circumstances.
- (c) Training Requirements – Principal investigators must complete all training required by the sponsor and the University.

SECTION V. PRINCIPAL INVESTIGATOR STATUS.

Subd. 1. Relationship to the University. An individual's University appointment document shall govern the relationship of a principal investigator to the University. Principal investigator status does not imply a University commitment to any subsequent appointment beyond the term of appointment then in effect, nor does it alter the standing of individuals with graduate student/professional training status or commit the University to their future employment.

Subd. 2. Voluntary Termination of Principal Investigator Relationship with University. Should the principal investigator, of whatever title, leave the University prior to completion of the project, the future of that project shall be governed by the terms of that grant/contract agreement, the wishes of the sponsor, or negotiations among the sponsor, the University, and the principal investigator, as appropriate to specific circumstances.

Subd. 3. Rescission. An individual's status as a principal investigator may be rescinded for just cause during the term of the grant/contract agreement, but the individual may appeal the decision in accordance with applicable University policies and procedures.



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Adopted: February 9, 2007

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Supersedes: (see end of policy)

SECTION VI. SPONSORED PROJECT ACCEPTANCE.

Subd. 1. Acceptance. To be accepted, sponsored projects must adhere to applicable Board of Regents (Board) policies and administrative policies and procedures.

Subd. 2. Ownership. Grants and contracts for sponsored research and training projects are awarded to the University rather than to individual investigators.

SECTION VII. REPORTING.

The following information shall be reported to the Board:

- (a) Quarterly – Report on grants and contracts received during the quarter.
- (b) Annually – Report on the status of the University’s research, including sponsored project activity.

Supersedes: Principal Investigator Eligibility on Sponsored Projects dated November 12, 1999 and Sponsored Grants and Contracts dated December 11, 1992.