Mission Fulfillment

February 2023

February 9, 2023

9:15 a.m.

Boardroom, McNamara Alumni Center

MIS - FEB 2023

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 9, 2023**

AGENDA ITEM: Progress Toward MPact 2025 Enrollment Goals: Rochester

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   ☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Lori J. Carrell, Chancellor, Rochester campus

PURPOSE & KEY POINTS

This item is the fourth in a series of discussions on campus-specific enrollment goals as outlined in the MPact 2025 systemwide strategic plan. This item, focused on the Rochester campus, will include:

- Enrollment trends, goals, and growth rationale for the campus, which is focused on preparing students for health careers.
- New recruitment and retention initiatives to achieve ambitious enrollment goals for MPact 2025 and beyond.

BACKGROUND INFORMATION

The Board most recently discussed enrollment on the Rochester campus at the following meetings:

- June 2022: *System Undergraduate Enrollment Management Update*, Mission Fulfillment Committee
- March 2021*: Campus Strategy: UMR*, Board of Regents
- February 2019: *Systemwide Enrollment Planning: Rochester Campus*, Mission Fulfilment Committee

Progress Toward MPact 2025 Enrollment Goals: Rochester

Board of Regents, Mission Fulfillment Committee

February 9, 2023

The following materials are intended to provide the Board of Regents with context to supplement the presentation at the February 2023 Mission Fulfillment Committee meeting.

History of Strategic Planning and Campus Outcomes
- Strategic Planning History
- Alignment with MPact 2025
- Key Outcomes

Enrollment Trends and Projections
- Fall 2022 Enrollment including Retention Detail
- Rationale for Continued Growth
- Five Year Enrollment Projection
- New Actions to Achieve Enrollment Growth

History of Strategic Planning and Campus Outcomes

The Rochester campus began serving students in 2009, with growth and start-up activities leading to a significant collaborative strategic planning endeavor for this young campus community from 2016-2018, resulting in UMR's current Vision, Grounding Values, Centering Aspirations, and four Bold Goals informing annual priorities and tactical plans.

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

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.

Centering Aspirations:
- 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 healthcare 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.

UMR's strategic plan was presented to the Board of Regents in February 2019 (the "Bluff Top View"). Key elements of the approved plan include total enrollment targets of 1000 (Bold), 1500 (Bolder), and 2500 (Boldest); UMN System investment to achieve each enrollment milestone; identification of six health career pathways within the efficiently structured health sciences degree (discerned from alumni data and designed to provide guidance for career pathways through flexible senior year capstones); and continued commitments to partnership programs and evidence-based educational innovation.

Since that time, we have been operationalizing **four strategic goals**:
1. **Sustain educational excellence,** including equity in student outcomes;
2. **Grow total enrollment** as delineated in the Bluff Top View plan (now in MPact 2025), using the framework of the six pathways and evidence-based practices;
3. **Grow resources,** including a) generating new revenue from industry partnerships, benefactors, foundations, and research grant ICR dollars; b) acquiring appropriate and affordable space; and c) strategically hiring new human resources and supporting the growth and well-being of current employees; and
4. **Grow reputation** as educational innovators in higher education.

MPact 2025 Alignment. During the same period that the campus finalized our strategic plan, a system enrollment management committee was established and input for the first systemwide strategic plan began to be collected.

With President Gabel's leadership, the System's strategic planning accelerated and MPact 2025 was finalized and approved.

All campuses aligned their plans with MPact 2025 Commitments, Goals, and Measures, and presented those aligned plans to the Board of Regents during the 2020-2021 academic year. UMR's presentation was in March of 2021 (pp. 152-226).

SYSTEM M PACT 2025 COMMITMENTS & UMN ROCHESTER CENTERING ASPIRATIONS

Student Success	Discovery, Innovation, & Impact	MNtersections	Community & Belonging	Fiscal Stewardship
UMR Centering Aspiration 1	UMR Centering Aspiration 2	UMR Centering Aspiration 3 & 4	UMR Centering Aspiration 3 & 6	UMR Centering Aspiration 5 & 6
Devote our expertise and energy to student learning and development...	Generate transformative contributions to the renewal of higher education, providing a collaborative environment of inquiry...	Enhance the diversity of the health care workforce... Provide ongoing evidence...emerging innovations.	...core commitment to respectful human relationships...permeating... the ongoing life of our campus community. Contribute significantly to the continued development of the Rochester community, through intentional partnerships and initiatives.	Sustain UMR...through increased enrollment... increased strategic generation of mission-driven resources.

Three principles guide our young innovation campus as we make decisions: **students are at the center; research informs practice;** and **partners make it possible.**

Key Outcomes of this initial period of campus planning and growth include:
- a 350% increase in total enrollment from the opening in fall 2009 to fall 2022;
- a 982% increase in undergraduate enrollment in our core program (BSHS) during that same launch period;
- an educational model designed to provide high impact (evidence-based) practices for 100% of students leading to equity in degree completion when comparing underrepresented groups (Pell-eligible, BIPOC, and first-generation) and other students--see Washington Post and Hechinger Report (2019);

- a diverse student body with the potential to contribute to the diversification of Minnesota's healthcare workforce and a related decrease in health disparities (including rural, BIPOC, and other communities);
- an applied research focus on student learning and development that is distinct in the nation, fueling practical innovation at UMR and serving as a test-case for a valuable research track at public university system campuses;
- the launch of NXT GEN MED, an accelerated undergraduate degree in health sciences leading to direct career entry and supported by a new technology platform developed with Google Cloud for the UMN System;
- alumni success in career launch and advanced study (see fall 2022 alumni magazine, The Kettle).

Enrollment Trends and Projections

Fall 2022 Enrollment and Retention UMR's first year class grew by 11.5% from fall 2021 to fall 2022, though retention of first to second year students decreased in that same period.

University of Minnesota Fall 2022 Heacount Enrollment by Level
UM-Rochester programs and associated UMN System Partner programs taught in Rochester

	Undergraduate	Graduate	First Professional	Non-Degree	Total
Rochester Center for Learning Innovation (BSHS and BSHP)	617			13	630
UMN System Partner Programs					
Nursing	101				101
Bioinformatics and Computational Biology		131			131
Occupational Therapy		74			74
Masters of Business Administration		28			28
Total Partnership Programs	*101*	*233*			*334*
Total Rochester Enrollment	**718**	**233**		**13**	**964**

University of Minnesota - Office of Institutional Analysis
1/12/2023

Enrollment Trends since Campus Launch

BSHS   BSHP   Non-degree   BICB   Partnership (Nursing, OT and MBA)
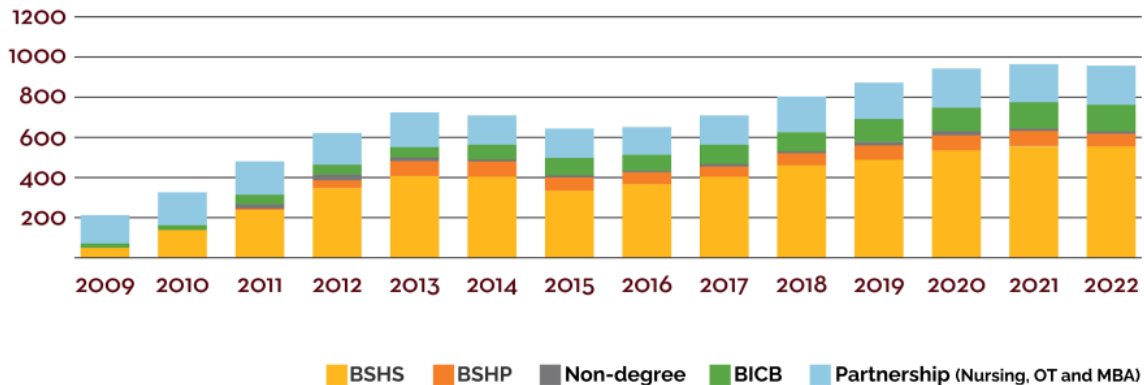
UMN Rochester Retention Detail

First to second year retention of undergraduates including early assurance programs declined from 86.1% in fall 2020 to 75.8% in fall 2021.

- Based on exit interviews, the two most frequent reasons for leaving were Academic (37%) and Social (20%). Other reasons given include Financial, Health, and a mixture of two or more reasons.
- "Change in academic interest" is significantly positively correlated with the overall importance attributed to academic factors.
- Students with a history of academic probation do not show a higher propensity to cite academic reasons (performance, change in career goals) as their primary reason for leaving.
- Majority of departing students planned to enroll elsewhere, except for those leaving for financial reasons.
- The cost of living in Rochester (food-related expenses) was the most frequent reason given by students who left for financial reasons.
- "Connection with other students" was significantly positively correlated with the overall importance attributed to social factors.
- 87.1% of students who participated in a Living Learning Community (LLC) retained, compared to 72.5% retention of students who did not participate in an LLC.

Retention Analysis Conclusions:

1. Students most often leave because their interest in health science changes during their first semester at UMR. Our academic focus does not offer these students other options of study outside the six career pathways in health and thus they need to leave the Rochester campus.
2. Without a dining plan and with higher cost grocery options in proximity to their downtown Rochester apartments, some students find economizing on groceries and meal planning an additional challenge to both their budgets and schedules.
3. Students need further social engagement opportunities and social space to support wellbeing, in addition to academic and career success.
4. Students in Living Learning Communities developed greater connections with fellow students and the institution.

Retention Actions for 2023-2024:

1. All first year students will participate in a Living Learning Community, made possible by our new UMR Student Life Center.
2. Second year students will live in residence (with an exception process).
3. The campus meal plan, and new dining facility, will address the high cost of food in downtown Rochester and give students an additional social space.
4. The amenities of the new first-year housing including pool, workout facility, Intercultural Center, etc. will offer students additional opportunities for engagement.
5. We are gathering student input regarding new student activities such as a choir, jazz band, dance club, and feasible sports such as curling, golf, bowling, and volleyball.
6. Academic support through our JustAsk Center is being strengthened, as we emerge from the pandemic.

Rationale for Continued Enrollment Growth

Workforce Needs in the Healthcare Industry. Minnesota and the nation are facing dire workforce shortages across a wide variety of professions in the healthcare industry including all of the career pathways for which UMN Rochester alumni are prepared, according to the [Minnesota Department of Health](#), MN Department of Employment and Economic Development ([DEED](#)), [Southeastern Minnesota's Workforce Development](#), and the [US Bureau of Labor Statistics](#). High demand for talent in the healthcare industry is projected through 2031. UMR's health career pathways include a wide array of patient care professions; mental health, resilience and wellbeing; healthcare research and discovery; emerging health technologies; the business and leadership of healthcare; global health and public policy.

"**Job vacancies have increased in nearly all health professions** since their pre-pandemic levels, in some cases dramatically….Health care employers are struggling to find the workers they need…."

Minnesota Department of Health Special Report, April 2022

With employer and academic partners, we have developed accelerated pathways into careers (e.g., NXT GEN MED with Mayo Clinic) as well as advanced study including physician assistant, pharmacy, public health, environmental health, cytotechnology, nuclear medicine technology, medical laboratory science, athletic training, chiropractic, and bioinformatics (pending approval). We continue to respond to employer demand through ongoing program development, with a current focus on health industry research roles. In partnership with hiring managers, we have developed a set of industry proficiencies and competencies embedded in our health sciences degree. Addressing healthcare talent demands in our region and across underserved Minnesota communities is a primary goal.

UMN's Healthcare Leadership for Minnesota through Next Generation Health.
Goal #1 in MPact 2025's third commitment is for the University to "drive innovation for next-generation health." UMR's enrollment growth provides a pipeline of prepared students aligned with other potential University initiatives including the recently announced MPact Health Care Innovation Vision and the rural healthcare initiative.

City of Rochester. The population of Minnesota's City for Health continues to grow, supporting a flourishing economy and expanding opportunities for UMR students and graduates.

The City that advocated for a University of Minnesota campus for decades is also supportive of UMR's outcomes and growth. In her January 2022 State of the City address, Mayor Kim Norton referred to UMR as "...a model I hope can be replicated throughout our state and country."

Destination Medical Center (DMC). As a result of the work of the Destination Medical Center (DMC) economic development initiative, UMR shares Rochester with nearly 100 life science businesses and partners. Many, including Phillips, Thermo Fisher, National Resilience, Rion, Seer Medical, and others are located downtown with UMR's campus. According to a recent DMC study cited by Executive Director Patrick Seeb, more advisors to expanding life sciences companies selected a robust talent pipeline, with the ability to replenish the workforce over time, as the most important labor factor to consider when assessing a potential new site. Having a growing University of Minnesota campus in downtown Rochester continues to be a part of attracting new healthcare industry companies.

Small College Town. In October 2022 the Star Tribune reported, "Rochester's main claim to fame has long been Mayo Clinic, but a recent analysis shows the city could be a top draw for college students. Education service Preply has named Med City the **sixth best small college town in the U.S.** based on three factors - economic opportunities, cost of living, and social environment."

Five Year Enrollment Projection (contingent on additional facilities and employees)

BSHS	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
New BSHS (NHS & Transfer)	236	204	208	260	310	360	360	360
Second Year	111	174	142	153	210	265	308	308
Third Year	107	109	122	114	126	175	220	265
Fourth Year	75	74	75	98	95	110	151	198
Fifth Year	4	2	8	6	8	8	9	13
NGM Total	0	0	10	56	101	138	138	138
Total BSHS	533	563	565	687	850	1,056	1,186	1,281
Total BSHP	81	68	57	70	75	80	80	80
Total BSHS & BSHP	614	631	622	757	925	1,136	1,266	1,361
PSEO	0		14	16	18	30	30	30
Sub-Total	614	631	636	773	943	1,166	1,296	1,391
Partner Programs			334	334	334	334	334	334
Grand Total	614	631	970	1,107	1,277	1,500	1,630	1,725

Five-Year Enrollment Projections
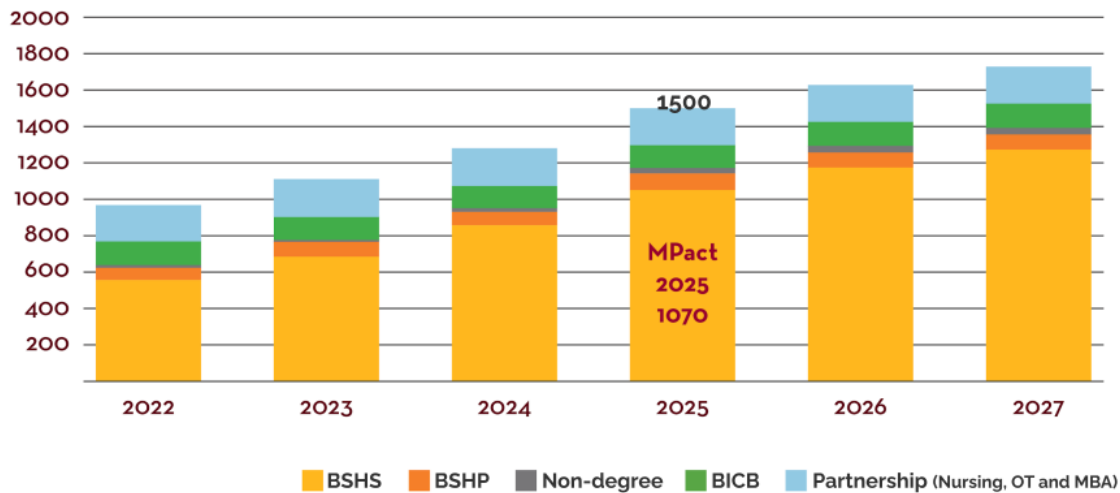
Actions to Achieve MPact 2025 Enrollment Goals

MPact 2025 metrics for UMR include ambitious undergraduate enrollment growth through recruitment and increased retention. This year, we are investing in restoring first to second year retention to the MPact 2025 metric (85%, exceeded in fall 2020) through enhanced academic support, given pandemic-related learning losses. The new UMR Student Life Center (remodeled former Doubletree Hotel) will enable not only continued enrollment growth but also a retention-boosting Living Learning Community for every first year student. June 2023 will bring the launch of our first philanthropic campaign ("Onward") in conjunction with the 10-year reunion of UMR's first graduating class. In summer 2023, we will begin to design a refreshed facilities plan with the system consultant (see map of current facilities and property, below).

New initiatives and new investment are both needed for UMN Rochester to continue to grow enrollment that addresses Minnesota's healthcare workforce demands and healthcare access challenges.

Initiatives being launched or explored include:
- new recruitment territory of Midwest STEM and health sciences charter schools;
- enhanced retention through Living Learning Communities for all first year students beginning in Fall 2023;
- increased scholarship dollars through ONWARD, UMR's first philanthropic campaign;
- continued system collaboration for accelerated pathways into advanced study for high demand healthcare careers (pharmacy, PA, public health, environmental health, bioinformatics, nursing and more);
- post-pilot scaling of NXT GEN MED and cooperative planning with other UMN system groups utilizing NXT GEN Platform and Programs;
- leadership of national "College in 3" experiment to decrease the cost of college while designing with research-based practice for increased student success (Inside Higher Ed and Washington Post articles), with the potential for federal experimental sites designation;
- additional employer-partner Invest in Success fast-track career launch programs, with a first focus on our healthcare research and discovery pathway; and
- optimization of summer term through potential alternate credential opportunities such as a post-bac, pre-med preparation program and/or post-bac research credential.

New Comprehensive Campus Facilities Plan to Support Enrollment Growth. To support continued enrollment growth, investment in additional personnel and expanded facilities will be critical. Work on the comprehensive campus plan will ensue in summer 2023 for subsequent Board of Regents approval.

For reference, current property and leased buildings are indicated here.

Progress Toward
MPact 2025 Enrollment Goals

Rochester

Board of Regents | Mission Fulfillment Committee | February 9, 2023

Rachel Croson
Executive Vice President
and Provost

Lori J. Carrell
University of Minnesota Rochester
Chancellor

UNIVERSITY OF MINNESOTA
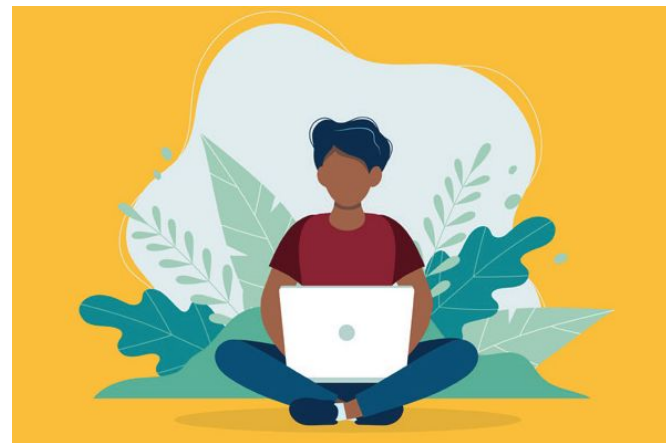**Driven to Discover**℠

MPact 2025

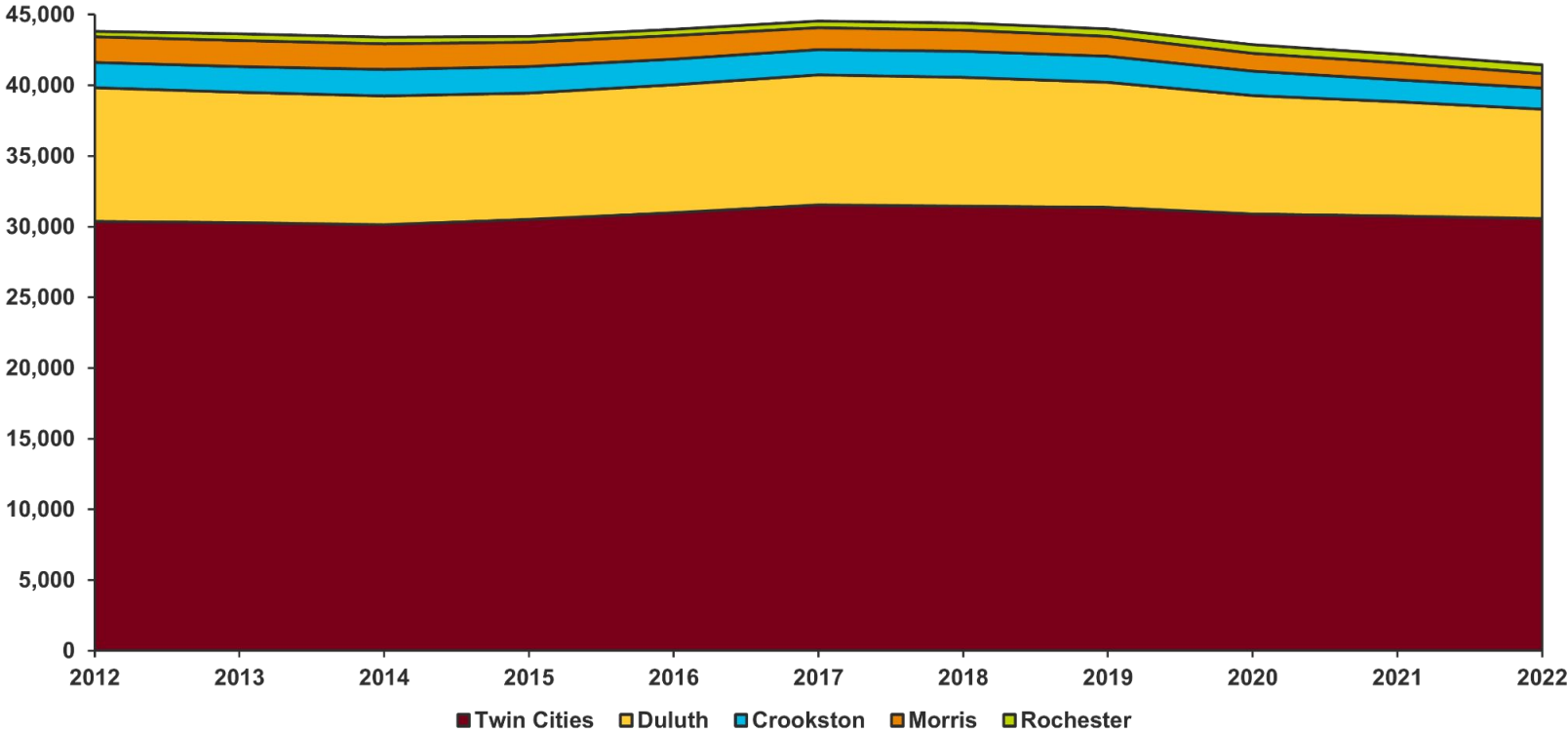**Commitment 1: Student Success**

Action

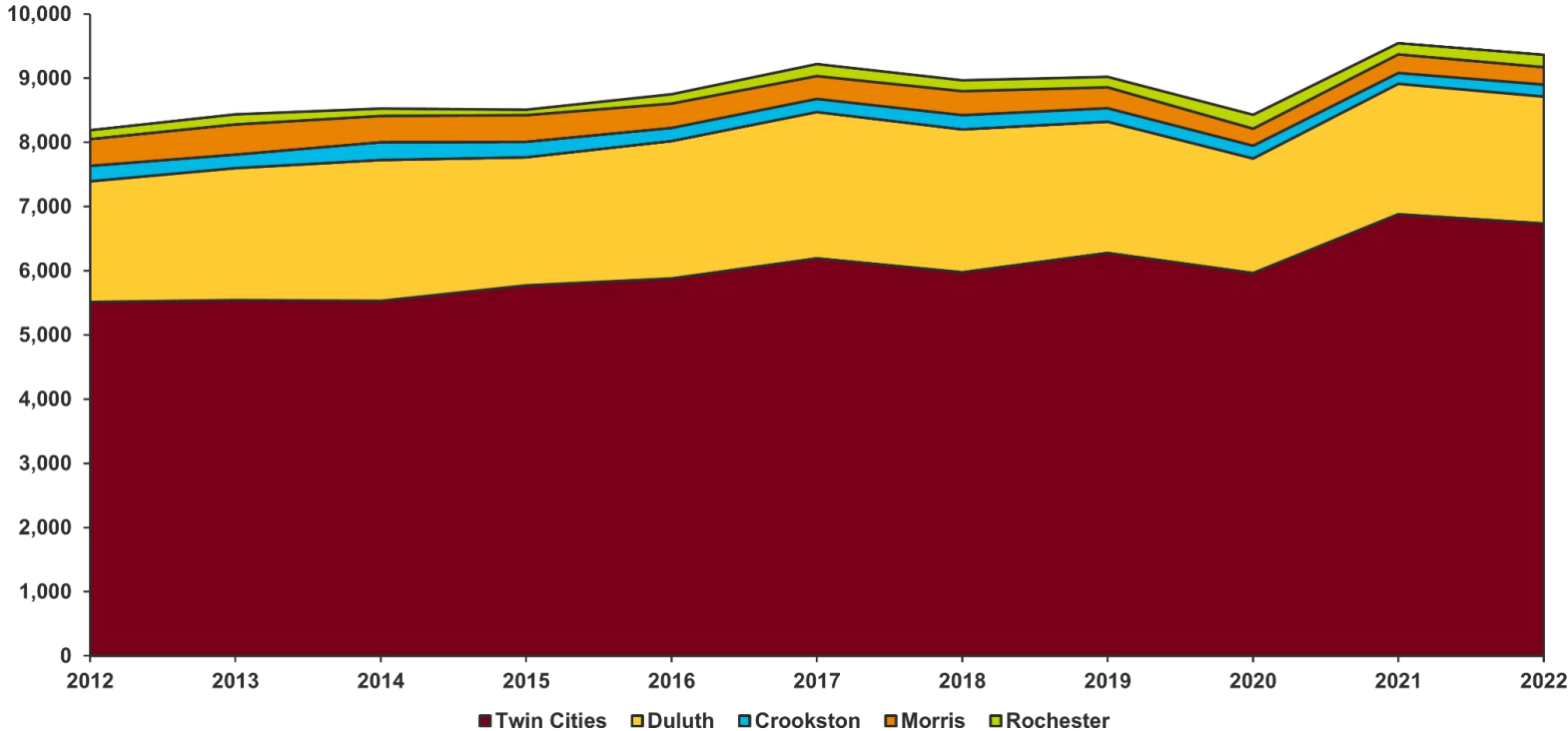Establish comprehensive systemwide strategic enrollment strategy.

Metric

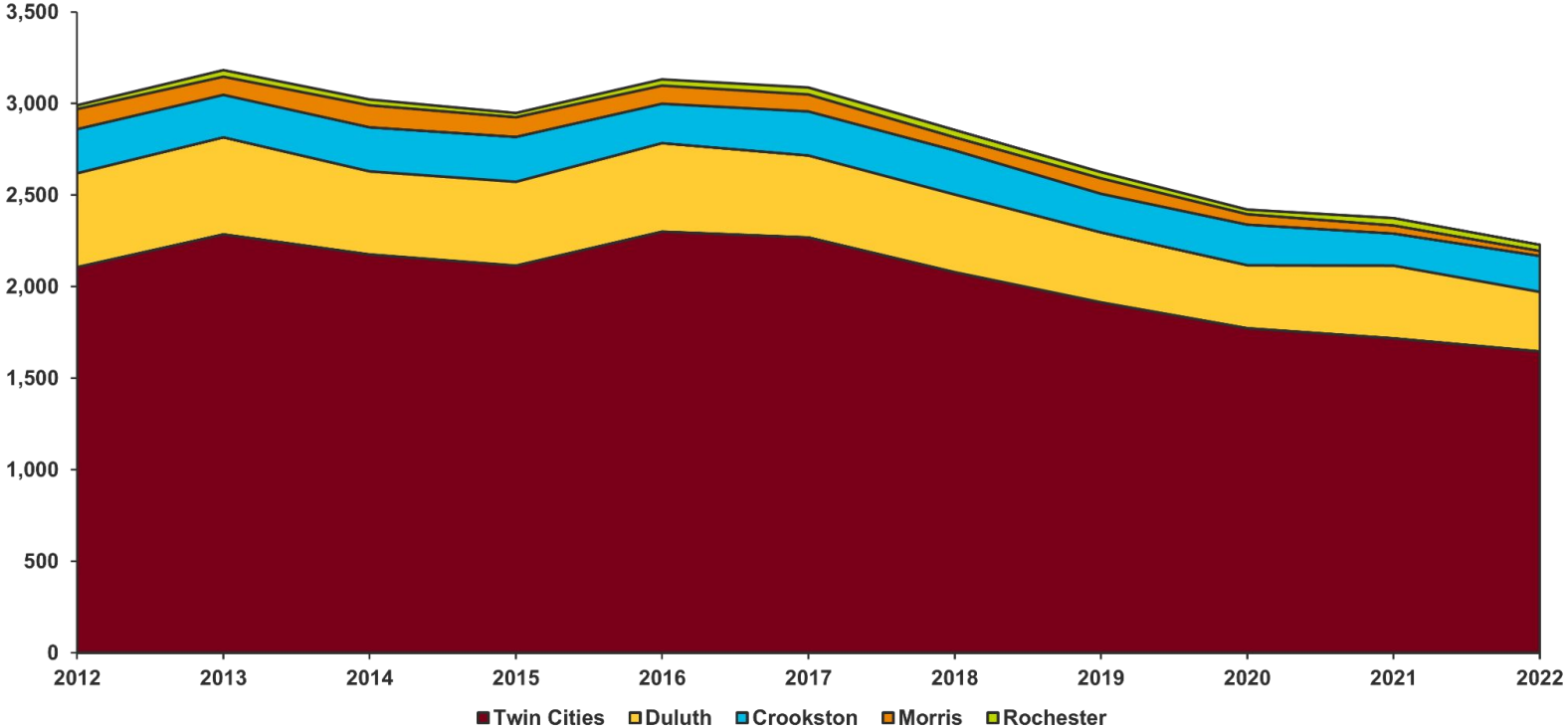Meet undergraduate enrollment goals for each campus by Fall 2025.

Fall Semester Undergraduate Headcount Enrollment

■ Twin Cities ■ Duluth ■ Crookston ■ Morris ■ Rochester

Fall Semester New Freshmen (NHS) Headcount Enrollment
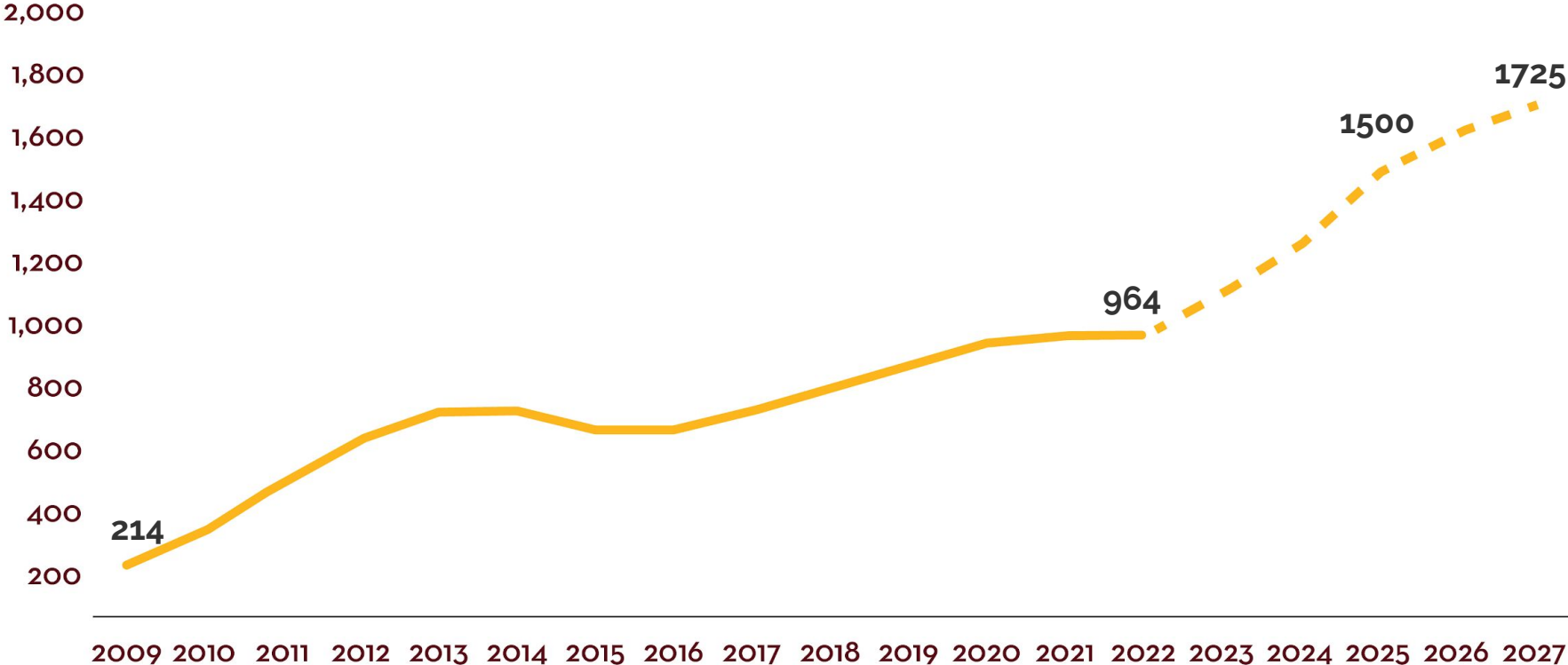
Fall Semester New Transfer (NAS) Headcount Enrollment

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

UMN Rochester Enrollment 2009-2027

Undergraduate Students - Fall 22

Current Total Enrollment - 964
Residency
       MN Residents - 80%
         TC Metro - 40%
         Greater MN - 40%
      Reciprocity States - 12%
      Other US States - 6%
      International - 2%
Underrepresented - 68%
   First-generation - 41%
   BIPOC - 42 %
   Pell-eligible - 41%
Gender - Female, 80%; Male - 20%
Engaged in High Impact Practices - 100%
LLC Member - 23% (100% in fall 23)
Experiential Learning at Mayo Clinic- 78%

Enrollment Challenges & Opportunities

- Niche in health

- Student life/engagement opportunities

- Gender balance

- Place (context of downtown Rochester)

- Mayo Clinic partnership

- Student financial need

- Start-up public university campus

Sample New Actions for Enrollment Growth

- New Student Life Center fall 2023

- Recruitment in Midwest STEM charter schools

- NXT GEN MED scaling

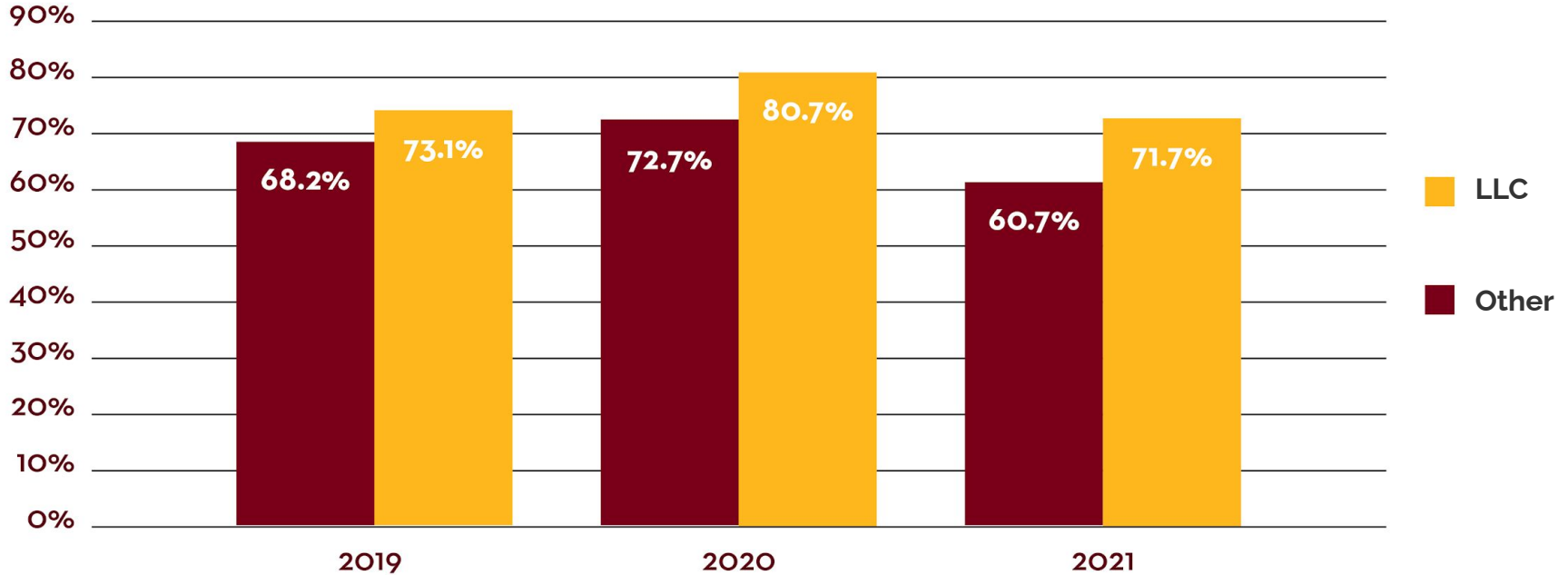- Additional direct career entry programs through employer partnerships

Sample Retention Strategies

- Living Learning Communities for all beginning fall 23

- Campus meal plan and new dining facility

- Wellbeing facilities in new first-year housing

- Select student engagement expansion

- Academic support for pandemic learning losses

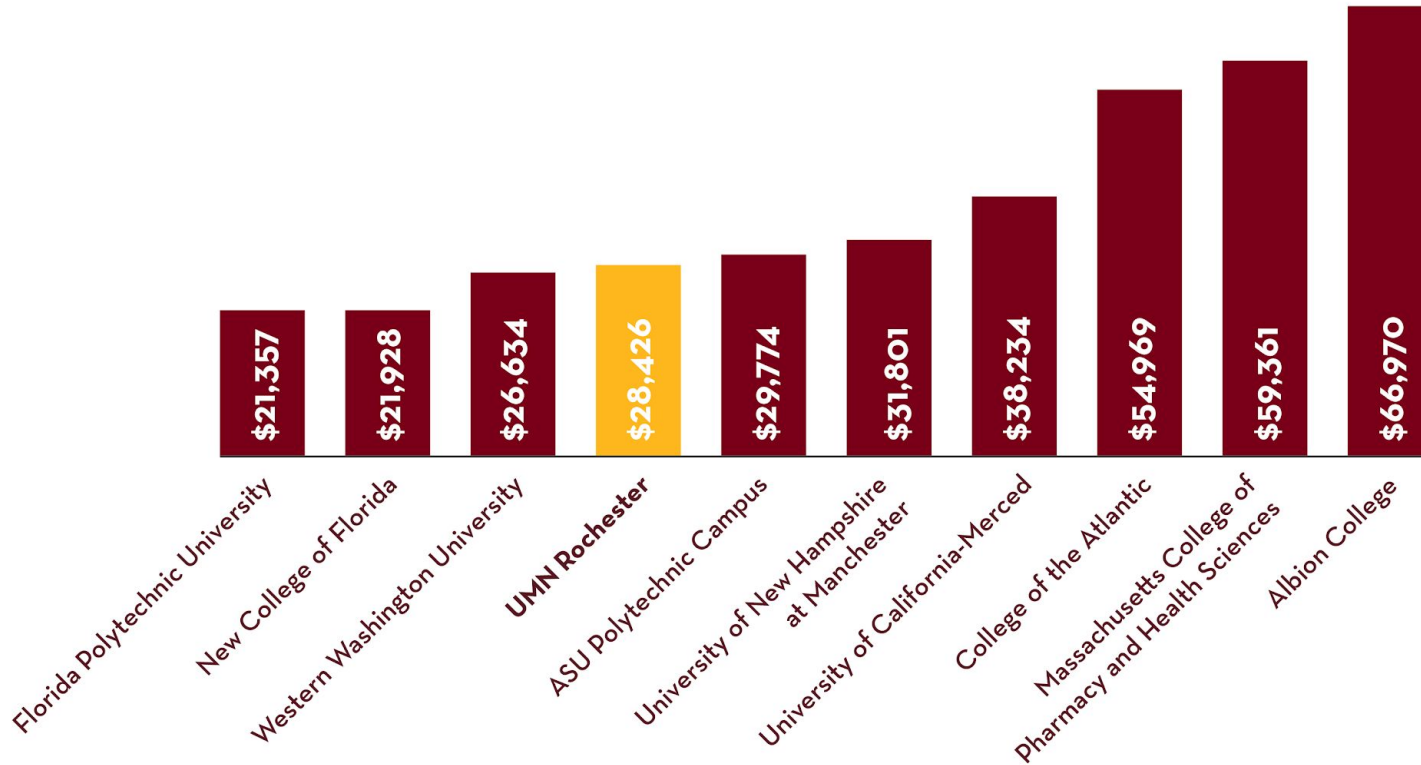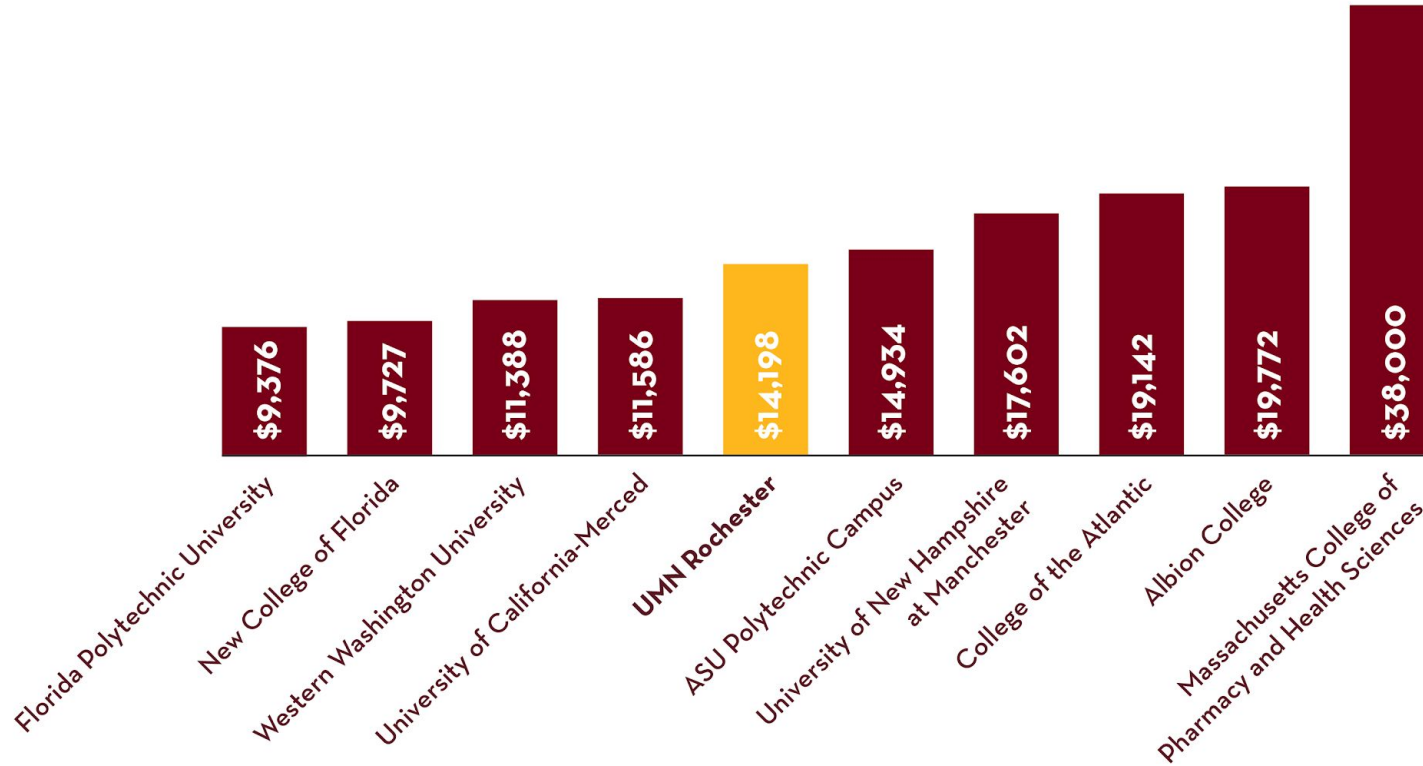# Retention and Living Learning Communities (LLC)

Bar chart showing retention percentages for Other and LLC across 2019, 2020, and 2021.

- 2019: Other 68.2%, LLC 73.1%
- 2020: Other 72.7%, LLC 80.7%
- 2021: Other 60.7%, LLC 71.7%

Legend: LLC, Other

National Peers - Total Price Comparisons

National Center for Educational Statistics

Institution	Total Price
Florida Polytechnic University	$21,357
New College of Florida	$21,928
Western Washington University	$26,634
UMN Rochester	$28,426
ASU Polytechnic Campus	$29,774
University of New Hampshire at Manchester	$31,801
University of California-Merced	$38,234
College of the Atlantic	$54,969
Massachusetts College of Pharmacy and Health Sciences	$59,361
Albion College	$66,970

National Peers - Net Price Comparisons

National Center for Educational Statistics

Institution	Net Price
Florida Polytechnic University	$9,376
New College of Florida	$9,727
Western Washington University	$11,388
University of California-Merced	$11,586
UMN Rochester	$14,198
ASU Polytechnic Campus	$14,934
University of New Hampshire at Manchester	$17,602
College of the Atlantic	$19,142
Albion College	$19,772
Massachusetts College of Pharmacy and Health Sciences	$38,000

Recruitment Marketing Creative

Summary and Discussion

1

We anticipate designing additional creative models for student support and post-graduation career launch through employer partnership.

What are your perspectives of such partnerships for the future of the Rochester campus and public higher education?

2

With this start-up campus focused on health and educational innovation in a public university system, what alternative sources of revenue could we pursue (beyond tuition and state funding)?

University of Minnesota

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Crookston Duluth Morris Rochester Twin Cities

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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 9, 2023**

AGENDA ITEM: Progress Toward MPact 2025 Enrollment Goals: Twin Cities

| ☐ **Review** | ☐ **Review + Action** | ☐ **Action** | ☒ **Discussion** |

☐ *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, Executive Vice President and Provost
                       Robert B. McMaster, Vice Provost and Dean of Undergraduate Education

PURPOSE & KEY POINTS

This item is the fifth and final in a series of discussions on campus-specific enrollment goals as outlined in the MPact 2025 systemwide strategic plan. This item, focused on the Twin Cities campus, will include:

- A review of enrollment trends and student demographics data.
- Challenges, opportunities, and initiatives.
- Comparisons with competitors and peers.

More details about strategic enrollment management planning are included in the docket.

BACKGROUND INFORMATION

The Board most recently discussed enrollment on the Twin Cities campus as follows:

- June 2022: *System Undergraduate Enrollment Management Update*, Mission Fulfillment Committee

University of Minnesota Twin Cities

Executive Summary-Undergraduate Enrollment and Student Success Plan

Office of Undergraduate Education: Summer 2022-2027

LINK TO EXPANDED REPORT

FOREWORD:

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, over 150 majors and over 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 students. At the same time, the U of M continues to enhance its national and international reputation by attracting undergraduates from across the U.S. as well as over 100 countries.

The Twin Cities enrollment plan was approved by the Board of Regents in Summer of 2022 and identified 9 priority areas that the campus will focus on over a five-year period supporting our goal of academic excellence and access as a land grant institution. This document updates the 2018-2023 enrollment plan with new data, initiatives, and strategies. Diversity, equity and inclusion are infused in each priority area. The priorities are as follows:
- **Plan Twin Cities Undergraduate Enrollments Goals in Relationship with System Enrollment Goals**
- **Student Success Outcomes and Graduation**
- **Admit for Success/Holistic Admissions**
- **Center Affordability, Access and Financial Wellness**
- **Be Attentive to Intersecting Diversity Factors**
- **Strengthen Undergraduate Curriculum and Student Pathways**
- **Enhance Student Success Programs and Support Resources**
- **Amplify the Transfer Student Experience and Success**
- **Enhance Strategic Partnerships and Collaborations**

Through the enrollment management process, we have articulated a set of pillars that guide the priorities and ground our work around student success adapted from the 2011 SEM report. These pillars of academic excellence include:

1

- **Access** - ensuring access to education, opportunities, support and resources
- **Affordability** - balancing costs of college with a mindfulness toward student indebtedness
- **Diversity** - Being attentive to race, ethnicity, first-generation and low income student characteristics while closing opportunity gaps
- **Geography** - Highlighting approaches to national and international recruitment, along with our service to the state of Minnesota
- **Student Success** - Centering student outcomes and goals in our efforts
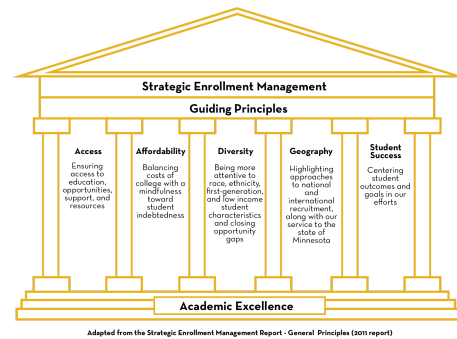
Another important document to guide student success work is [The Equity/Excellence Imperative: A 2030 Blueprint for Undergraduate Education at U.S. Research Universities](#) (The Association for Undergraduate Education at Research Universities (UERU), Fort Collins, CO 80523 © 2022 by UERU. This work is released under a Creative Commons Attribution-NonCommercialNoDerivatives 4.0 International license.

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 providing guidance with the standing committees. These standing committees include: Curriculum and Gateway Course Committee, OUE Retention Committee, Undergraduate Data Committee, and the Undergraduate Student Equity and Success Committee - formerly the Multicultural Student Success Committee. The work is done with a student

success centered, iterative, data-driven approach leveraging committee work with data and analytics while consulting with and gaining buy-in from the University Community.

National Landscape and Enrollment Challenges

Postsecondary enrollment in the United States has fallen since the fall 2019 term. According to the [National Student Clearinghouse](#), fall 2021 undergraduate enrollment at public four-year institutions fell 3.8% compared to 2020 and was down 4.5% compared to 2019. Nationally, freshman enrollment stabilized in fall 2021, but the first year cohort was still about 9.2% smaller than pre-pandemic levels.

Looking into the future, the [Western Interstate Commission for Higher Education](#) (WICHE) projects that the number of high school graduates in the United States will peak at about 3.9 million in 2025 and then decline to about 3.5 million in 2037. This will reverse a trend of steady growth in the number of high school graduates nationally since the early 1990's. These trends will differ slightly by region, but it is expected that the number of high school graduates in the Midwest will peak at about 791,000 in 2025 and then decline to about 693,000 in 2037. WICHE also projects that high school graduating cohorts will become more racially and ethnically diverse. In 2019, 49 percent of graduates from public high schools were students of color. In

2036, it is estimated that students of color will make up 57% of the cohort. As fewer students graduate from high school and enroll in college, competition for these students among institutions around the country will remain high.

1. Twin Cities Undergraduate Enrollments Goals in Relationship with the System Enrollment Goals

System-Wide Strategic Plan on Enrollment
Under MPact 2025 we have created a systemwide strategic enrollment management plan focused on enrollment, student success, curriculum, and financial aid. The Systemwide Strategic Enrollment Management Plan is an organic living document that will be revisited on a regular basis, with periodic updates to the Board of Regents on progress, challenges, and successes. The Systemwide Strategic Enrollment plan was developed and presented to the Board of Regents in October 2021 provides ideas on improving the U of M enrollment landscape.

Based on the feedback received at that meeting, and further conversations among the System Strategic Enrollment Council, this supplemental report focuses on two fundamental questions that motivate the actions laid out in the plan: how many Minnesota high school students are leaving the state for college, (and what are their destinations), and what are the strategies–what the Council is calling "enhancements"– for retaining more of these students in the U of M system. The plan was approved in 2021.

The Council has identified four "enhancements" for increasing U of M enrollments and retaining Minnesota students. These include:
   1. *Enhanced intentional U of M system marketing;*
   2. *Direct outreach to Greater MN high schools and MN State schools;*
   3. *Increased student financial support and messaging; and*
   4. *Increased attentiveness to transfer pipelines.*

Overall, the State of Minnesota is retaining a large share of Minnesota residents enrolling for college as first time students. According to the US Department of Education, National Center for Education Statistics, 49,786 Minnesota residents enrolled in college for the first time in fall 2018 of which most were recent high school graduates, and 70% of these students enrolled in a Minnesota college.

As the UMTC models enrollment growth, it is necessary to be mindful of the impact on the U of M Greater MN 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.

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 and

3

articulated in dashboard documents and shared with the appropriate campus stakeholders (i.e. Housing, Orientation & Transition Experiences, advising).

Modeling Enrollment with Considerations for Growth
The 2018-2023 enrollment document planned for modest undergraduate growth. Given current collegiate enrollment targets on the Twin Cities campus, total undergraduate enrollment should increase over the next five years to nearly 33,000 students, as envisioned in the 2018-2023 enrollment plan (from the roughly 30,700 students enrolled in Fall 2021). Additional options for growth to 34,000 or 35,000 students have been modeled for consideration in the context of UMN System enrollment plans, academic and support program capacities, and student interest. If pursued, these expanded enrollment goals would require recruiting additional first year and transfer students.

Additional Considerations
It is critical that we think about all factors and considerations when modeling for undergraduate enrollment growth. Once students are recruited, admitted and enrolled, it is important to ensure that we have the infrastructure in place to support students for the duration of their academic careers. An increase in enrollment can translate to increased revenue, but that does not often get allocated where student support is needed. Additionally, as this report outlines, pulling various admission levers impacts the incoming student class and their academic metrics. We are committed to admitting students who can be successful and we need to be sure we have the resources to support their retention and timely graduation.

Areas for consideration with the student experience and support include but are not limited to: On-campus housing capacity; new student experiences including numbers of students and families served per Orientation day and course registration; Parent/Family Program support; academic advising and career caseloads; course access and offerings for 4 years in alignment with timely degree progress; financial aid and scholarships; One Stop Student Services capacity; classroom capacity with need for large lecture halls and need to increase offerings in non-peak times; health services and CARE Team support; mental health support; support for students with disabilities and academic accommodations; Student activity offerings; Off-campus Living offerings; among many others.

Collegiate-Based Enrollment Plans
Each of the eight 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 readjusted each year based on both capacity in the college and University-wide considerations, such as housing, advising, course access and classroom capacity. The School of Nursing became NHS direct admitting in 2020. As we consider the make-up and size of the undergraduate enrollment, these conversations and targets will continue to be revisited each fall semester. Additional considerations include where our admitted students enroll as well as Big Ten and Peer-Group Comparisons.

2.   Student Success Outcomes and Graduation Rates

Student Learning and Development
Student Learning Outcomes and Student Development Outcomes provide a framework for a student's undergraduate experience. The University of Minnesota Twin Cities recognizes that an undergraduate

4

education is made up of a liberal education curriculum and a wide variety of experiences in and out of the classroom. By advancing these outcomes students position themselves for success.

Student Success: Retention and Graduation Rates

Student Success can be measured by the learning and development that takes place during the college years, it is also important for the University to be attentive to helping students graduate in a timely manner. As articulated in the University of Minnesota press release titled Nation-leading student retention and graduation rates, dated December 11, 2020, the University is making great strides with its student success metrics reporting dramatic improvements in new freshmen (NHS) retention and graduation rates the campus has achieved since the 1992 entering cohort, the first year it began systematically tracking graduation rates. Since that time, the four-year graduation rate has increased every year, a full quarter-century of unbroken improvement.

The Twin Cities campus has managed the largest improvement in four-year graduation rates among all doctoral-granting institutions in the country over the past two decades According to the most recent data, 74.3 percent of undergraduates completed their degrees in four years (up 20 percentage points over the past decade and more than double the rate from 16 years ago), while 84.5 percent did so in six years. Both of these numbers are the highest they have ever been at the University. The UMTC has also seen continued improvement with graduation rates for transfer students, students of color, first-generation students, and Pell grant recipients.

Student retention rates on the Twin Cities campus have shown equally strong growth over time, improving from 78.6 percent in 1992 to 93.5 percent in 2019, a record-setting number. The COVID-19 pandemic has led to a decrease in student retention, and the University is investing in efforts to ensure that decline is temporary (see priority 7). The Twin Cities campus also experienced a campus-record 87.9 percent retention rate for transfer students for the 2019 cohort, before experiencing a similar pandemic decline.

Additional focus is on the collection and analysis of post-graduation student outcomes. Some analysis highlights include:
- The majority of graduates live and work in Minnesota.
- Graduates show steady median salary growth over time.
- A substantial portion of graduates continue on for further education.
- The majority of graduates continuing their education earned master's degrees.

3.   Admit for Success

Holistic Review

The Office of Admissions has used a holistic review process for more than 15 years, which continued during the pandemic. 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 academic and context factors outlined in the full report. Note that no single factor is the deciding factor in the decision. Additionally, the Office of Admissions remains committed to a priority we've

5

held over the years: extra mile support for our future Gophers and our colleagues at high schools and community-based organizations.

Impacts of Test Optional
Applicants for the fall 2022, 2023, 2024, and 2025 terms are not required to submit an ACT or SAT test score. This policy change was driven by the challenges faced by students in gaining access to either the SAT or ACT tests during the COVID-19 pandemic to ensure every student has the opportunity to submit a complete application. The policy was extended through 2025 to allow for thorough evaluation of test optionality on enrollment and student success outcomes.

Whether or not a student chooses to have their ACT/SAT score considered as part of the application, the application will: receive full consideration for admission, academic scholarships, and our University Honors Program; and be read in its entirety during our individual review process.

An initial analysis of first term student performance found that on average, after accounting for demographic and academic characteristics, students that did not submit a test score had a slightly lower first term GPA. There was no statistical difference in first term retention rate between test submitters and non-submitters after accounting for demographic and academic characteristics. Analysis of student success outcomes is ongoing.

Transfer Admissions
Educating transfer students is an integral part of the University's mission. Currently, the UMTC campus enrolls a higher percentage of transfer students than many 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.

Only three other Big Ten peers enrolled a larger proportion of transfer students as part of their Fall 2020 incoming class. Over the last ten years, the number of new transfer (NAS) and Intra-University transfer (IUT) applications per year has decreased significantly. This decrease reflects falling enrollment in recent years among institutions that have traditionally served as UMTC transfer student pipelines. Facilitating transfer among the University of Minnesota campuses, as well as from Minnesota State institutions, is an important part of serving Minnesota students.

HARMONIZING TRANSFER ADMISSIONS
The goal is to enhance the transfer student experience; we want to ensure that we are creating an environment that is welcoming and easy for prospective transfer students to navigate and understand, and increase overall transfer student enrollment. A more centralized approach will build upon current best practices while also creating new recruitment efforts and opportunities and a more consistent approach to transfer application processing and holistic review. In May of 2022, an updated proposal summarized the continued centralization of the transfer student experience, including the enrollment management and recruitment of transfer students, centralized communication campaigns, managing volume of student inquiries, and the centralization of transfer application review. Plans for implementation are fall of 2023.

6

International Student Recruitment, Admission and Growth Goals

The process for international student enrollment at the University of Minnesota is divided between International Student and Scholar Services(ISSS) Recruitment, the Office of Admissions, and ISSS New Student Engagement. Through additional resources and partnerships (such as with other institutions in the Big10 and the China Center's China Office in Beijing), ISSS is able to provide expertise and coverage for a number of locations throughout the world. Critical components of this process include identifying new markets, international student admission, understanding the role of scholarships and achieving the goal of growth with international student enrollment.

<u>Growth in International Enrollment</u>

A new focus for continuing to enhance the diversity of our student body is to increase international student enrollments. For the last decade our overall undergraduate international student enrollments have hovered around 8-9%, with international students representing 5-6% of the incoming freshmen and 14-19% of incoming transfers over that time. The overall international undergraduate enrollment that International Student and Scholar Services reported to Open Doors was 8.8% (2017), 8.2% (2018) and 8.17% (2019). The new goal is to grow new NHS student international enrollments from 5% to 10%. Additionally, the intent is to diversify geographically and holistically while maintaining strong enrollment from top markets such as China and India. In May of 2022, the Office of Undergraduate Education launched a Request for Proposals process to identify an internal or external entity who can lead us in this expansion.

4.   Affordability, Access and Financial Wellness

Maintain Affordability 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 student loan indebtedness at graduation relative to national average indebtedness. 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 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. 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 $304 million (established in MPACT 2025 to include undergraduate, graduate and professional degree-seeking students).

The Twin Cities campus maintains affordability through gift aid from a variety of sources. Through federal, state, university and private gift aid, the Twin Cities campus has increased gift aid by $50.8 million. Total gift aid surpassed total student and parent loan borrowing in 2017-18, which is a trend that has continued.

Areas of focus include the Promise Plus Programs, Native American Promise Tuition Program, and Middle Class Financial Support (Promise Scholarship and Minnesota State Grant. Scholarship programs and efforts include On-Campus Housing Scholarships, the George Floyd Scholarship, Global Excellence Scholarships, Completion Funds, and Institutional Emergency Grants.

Reducing Student Loan Debt

In alignment with MPACT 2025, a major objective for the Twin Cities campus is to minimize student debt. MPACT 2025 set the goal to ensure student loan debt remains $2,500 under the national average for bachelor's degree completers. In 2020, the Twin Cities campus had an average student loan debt $3,000 less than the national average debt of $29,943.

Through a combination of increased gift aid and timely graduation, student loan debt has declined for new freshman entrants from a high of $29,783 for the 2012 graduating class to $27,297 for the 2021 graduating class. The Twin Cities campus has the fourth lowest student loan debt for bachelor's degree recipients in the Big Ten. And in the Minnesota landscape, the Twin Cities campus is in the top five of colleges/universities with lowest student debt along with two other UMN campuses (Morris and Rochester).

Targeted Programs to Support Financial and Personal Wellness

One Stop Financial Wellness Counseling
Financial Wellness Purpose Statement: To make a positive difference in students' lives by educating and empowering individuals to make informed financial decisions.

President's Emerging Scholars Program
The President's Emerging Scholars Program (PES) is a merit-based scholarship and student success program that serves over 2,000 students at any given time. 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 2021, 548 students were admitted into the program. Table 4-4 depicts the historical enrollment profile from 2013 to 2017. 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

8

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.

<u>Student Food and Housing Insecurity</u>
Boynton Health operates the Nutritious U Food Pantry and supports a variety of other programs and initiatives aimed at addressing student food and housing insecurity on the Twin Cities campus. These include promotion of federal food assistance (SNAP benefits) to eligible students, facilitation of "Thrive: Student Basic Needs Coalition" meetings to share relevant information across University departments, and—currently in progress—an initiative to develop a Basic Needs Strategic Plan for the Twin Cities campus in partnership with OUE, One Stop, OSF, student governance bodies, and others.

<u>Student Success Coaching Program: President's Emerging Scholars Program</u>
Student Success Coaches are specially trained coaching mentors who meet regularly with students throughout their time at the University. Students in the Student Success Coaching (SSC) program meet with their coach 3-4 times per semester during the academic year. At these meetings, they get the guidance and support needed to navigate college life and the road to graduation.

SSC participants are recruited from students admitted to President's Emerging Scholars who also identify as low-income (i.e., Pell-Grant eligible [aid packaging complete] or EFC under 6,495 [aid packaging incomplete]). With the <u>University's strategic priorities</u> to ensure the success of historically underserved students, SSC focuses on closing educational opportunity gaps by providing increased support for low-income students. In combination with the <u>Promise Plus Free Tuition Program</u>, success coaching prioritizes student needs and is a critical component in the University's efforts to improve the retention, graduation, and campus experience of historically minoritized students.

After its inaugural year, 100% of students reported feeling satisfied or very satisfied with their coaching experience via a satisfaction survey administered after each session throughout the year.
Lastly, fall-to-spring retention was 94.44% for SSC participants compared to 91.85% for students invited to coaching who chose not to participate and 96.84% for all U of M first-years.

The Office of Undergraduate Education supports the MPACT 2025 goal of creating a leading-edge tuition and pricing model that supports our students and advances the University mission.

5.   Be Attentive to Intersecting Diversity Factors
(valuing ethnic, social, economic and geographic)
The educational experiences of all students are significantly enhanced by interactions with students from diverse backgrounds, geographies and lived experiences. 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 underrepresented backgrounds. The University should be attentive to the diversity in Minnesota high schools in its admissions' process. The enrollment plan should

9

continue to build pipelines from other states where students will be attracted to the University of Minnesota and continue to enroll international students from around the world.

There are two primary areas of focus: BIPOC Recruitment, Enrollment, Retention and Graduation Success and Undergraduate Equity and Diversity/Addressing Opportunity Gaps. Additionally, as we work to deepen our understanding of student experiences and improve the effectiveness of our programming and support, getting a fine-grained understanding of student identities and their intersections is critical.

The Undergraduate Student Equity and Success Committee, composed of key student success leaders with expertise who lead key units and understand the experience of historically marginalized BIPOC students and how they must function within U of M structures articulated grounding recommendations that guide USES work. Recommendations guiding the work are: Increase Financial Support for Low-Income Students, Examine Institutional Structures and Effectiveness, Improve the Classroom Climate and Increase direct support & programs for multicultural/underrepresented students. There are also identity-based student success working groups that plan to delve deeper into experiences of students with underrepresented identities.

International student experiences are an area of focus . A number of areas on campus continue to partner in an effort to improve the experience of international students while adjusting to the academic and social environment of the University. For example, Undergraduate Education and International Student and Scholar Services collaborate significantly on determining campus priorities for distributing the International Academic Enhancement Fee funds.

The University has an array of existing efforts tailored to promoting the overall success of underrepresented students outlined below.

Academic Excellence & Support: President's Emerging Scholars Program, Northstar STEM, Multicultural Center for Academic Excellence, Martin Luther King, Jr Program, TRIO Student Support, McNair Program

Community, Leadership & Wellbeing: Orientation/Welcome Week Programming, Living Learning Communities, Student cultural centers, Identity-based mental health support, Justice, equity, diversity and inclusion programming and leadership opportunities, Commuter Success Program, Student Parent Help Center, Veteran Services, Women's Center, Gender and Sexuality Center for Queer and Trans Life, Disability Services

6. Strengthen Undergraduate Curriculum and Student Pathways

Retention and Student Degree Progress Efforts
The University continues to 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. There are numerous retention initiatives at work including first-year retention analysis and outreach, student degree progress, and leveraging analytics to understand success and pathways. This work continues to leverage data both quantitative and qualitative in order to remove institutional barriers and enhance understanding curriculum, student pathways and student retention and success.

10

Academic advising plays an important role in advancing student success and requires collaboration and partnership across the Twin Cities undergraduate colleges and the Office of Undergraduate Education. Major enhancements to advising services continue through these partnerships as a key support service to enhance retention and graduation. In an effort to provide a more consistent advising experience for students, the advising community developed a shared **Advising Framework**. Additionally, OUE continues to offer **advisor training and professional development, holistic academic and career coaching** to undergraduate students who are undecided on their major. With the University's structure of admitting students directly to academic colleges through the **Center for Academic Planning & Exploration** (CAPE), and **Lindahl Academic Center** is a student-athlete focused environment dedicated to guiding student-athletes to graduation, building positive relationships, and enhancing their overall experience.

Undergraduate Curriculum

The Office of Undergraduate Education is focused on ensuring undergraduate curricula are structured in ways that support student success at the program and course level. Undergraduate degree programs are all designed to be completed within 120 credits over 8 semesters and requirements are clearly outlined in the University Catalog for current, prospective and returning students. It is the expectation that all requirements developed by faculty can be tracked in the degree audit (APAS report) to ensure students understand how their courses apply to their degree in real time.

Recent student analytics efforts have brought a renewed focus to student success in early large enrollment, foundational courses, or "Gateway courses." **Curricular analytics** allow units to understand trends in student performance at a granular level (course, section, term, particular student demographic differences). Success in early courses sets students on a positive academic journey. Efforts related to this focus are described below. Over the next year, work in this area will focus on: increasing faculty access to data so they can better understand their students and deliver improved pedagogy; expanding department and college access to DNFW course data; defining how the existing dashboards align with MPACT 2025; and collaborating with the Center for Educational Innovation and departments with high DNFW rate courses in order to increase student success.

Renewing General Education

The Core Curriculum 2025 Committee has the important task of developing recommendations for a new or revised general education program that could be required of all undergraduates on the Twin Cities campus who are admitted in Fall 2025 and beyond. The current liberal education system has been in place with only minimal adjustments at the University for close to 30 years. Since 1991, students, their employers, faculty, and indeed the entire world have undergone significant changes. Questions about what students need to learn and what a modern general education program at a comprehensive R1 flagship university should look like will be explored with the goal of best preparing our students for a complex world.

Academic and Learning Support

We have been working to enhance and align academic and learning support to match student needs. Academic success centers provide but are not limited to tutoring, research and writing support, coaching skills, and online resources. Services also include language support, technology help, and counseling. Use of these resources can boost confidence, help students stay on top of coursework, offer a deeper

understanding of the content, connect students to peers who also want to perform well, and teach effective study strategies and time management.

Additional academic student success initiatives include **E-Coach**, a personalized course-based academic tool, developed at the University of Michigan, that integrates with Canvas and supports students in large classes by facilitating one-on-one communication with faculty coupled with academic coaching. The **Final Grade Decline** effort provides outreach and support to approximately 250 students whose grades declined in high school. The **Emerge** President's Emerging Scholars program was piloted in summer 2022 for PES students interested in STEM. The program focuses on strengthening a foundation in algebraic thinking for participants, a topic that has been identified as a common barrier across gateway courses with high DNFW rates. The program will also improve student sense of belonging in STEM courses, enhance quantitative self-efficacy, and further develop their science identity.

7. Enhance Student Success Programs and Support Resources

Student Success and Sense of Belonging
On-campus Housing and Residential Life is a crucial component of the student experience. Housing & Residential Life provides a variety of high impact student engagement programs and learning opportunities intended to support academic success and personal well-beingResearch 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.

The **Office for Student Affairs** encourages students to take control of their co-curricular involvement by finding meaningful opportunities that add to their overall learning and development as engaged members of the University community. This could be achieved by joining a student group, attending events, working on campus, developing leadership skills, and being recognized for taking an active role in student development. Engagement is about investing time and energy into intentional experiences that contribute to academic, career and personal goals.

Other critical programs that have been created to enhance student sense of belonging and support student success include but are not limited to: **Gopher Equity Project, New Student and Family Orientation, Welcome Week, Commuter Success Program, First, Second and Transfer Programming.**

12

Student Well-Being and Mental Health
In 2021, President Gabel launched the President's Initiative for Student Mental Health, or PRISMH, which supports MPact 2025 Commitment 1: Student Success and Commitment 4: Community and Belonging. At the root of PRISMH is the recognition that addressing and supporting our students' mental health is critically important, and our ability to understand root cause and mitigation opportunities is crucial.

PRISMH will centralize work already happening across the University as well as identify new areas of inquiry, research, and partnership. It will shine a light on the importance of mental health care in the broadest sense, working to de-stigmatize mental illness, and to meet students where they are.
The PRISMH Task Force is committed to establishing and even improving services, programs, policies and academic practices that position the University of Minnesota as a national leader in the culture of care, using a public health perspective grounded in data, practice, and research. PRISMH is working from a culture of care that does not exclusively look to mental health practitioners to serve our students, and our primary areas of focus are: Prevention/Upstream Efforts; Research, Allyship and Early Detection; Services and Treatment; and, Communications. In addition to PRISMH outcomes, there is an external review of mental health services in the coming year. The Office for Student Affairs launched You@UMN a well-being portal for University of Minnesota students offering tools, dynamic content, and resources built to align with on-campus health and wellbeing programs and resources.

Career Services Initiatives and Outcomes
Surveys of students consistently reveal that a prominent reason for attending college is to attain satisfying career outcomes. Career services offices at the University support students in all facets of career preparation: building self-awareness, exploring careers, communicating skills, preparing for effective job and internship searches or for continuing education following graduation. A number of career readiness initiatives are underway to identify gaps in support for student career readiness with the goal of ensuring each student is well supported in their career planning. The President's MPact 2025 Strategic Plan includes a goal to increase student career readiness and outcomes using a metric to exceed national outcomes as reported by the National Association of Colleges and Employers by 6-10%. A task group is working to identify priorities to ensure this metric is sustained and to provide equitable programming in support of student career readiness across the system.

Research Experiences
University of Minnesota students participate in authentic scholarly research in a variety of ways, including credit-bearing directed research/studies courses, volunteer work, employment, paid/unpaid internships and funded opportunities managed through the Office of Undergraduate Research, including the Undergraduate Research Opportunities (UROP), International UROP, MN Futures UROP, the Multicultural Summer Research Opportunities Program and other summer research programs. Undergraduate research scholarships are awarded to promising first- and second-year students through a partnership between the Office of Undergraduate Research and the Office of Admissions.

Student Success Tools

Student Success Analytics Initiative
The Student Success Analytics (SSA) initiative provides system-wide analytic tools and insights to improve undergraduate student success and inform enrollment management through retention, degree progress,

13

curricular and enrollment analytics. In many ways, these analytics serve as a catalyst for effective and insightful advancement of student success by identifying stumbling blocks or barriers for students and identifying new opportunities. Additional dashboards, such as the Course Difficulty dashboard and Course Success and Major Affiliation dashboard, are available to specifically understand how courses could be stumbling blocks or early signals of struggling.

SSA works in a consultative and collaborative approach with the Twin Cities and Greater Minnesota campuses to ensure analytics are continuously improving and meeting the needs of each campus. SSA provides a broad array of analytics that can help campuses meet their MPACT 2025 goals, inform their strategic enrollment plans, and proactively improve student success.

APLUS Resources and Support

APLUS is a homegrown application that was developed by Twin Cities - College of Liberal Arts in 2008 and by 2016 it was implemented system-wide. It is a near real-time system providing advisors, career counselors, and other student services staff a 360 degree view of their students. APLUS provides automatic notification of potential concerns to relevant staff/faculty. This system-wide retention tool facilitates follow-up, tracking, and resolution of issues. The use of Student Success Analytics coupled with APLUS data are being leveraged to make these efforts more effective.

Transfer Evaluation System

The Transfer Evaluation System (TES) was implemented In December 2017 to replace college-specific paper and email-based systems and improve responsiveness and transparency of reviewing transfer credits. With this system, supported by Academic Support Resources (ASR), response times have improved significantly and transfer equivalency decisions are viewable in the public-facing Transferology website. The system has also been used to publish electronic transfer guides for all UMTC colleges. Since launch, over 12,500 courses have been reviewed in this system, including 1,000 international courses.

MyU Progress Degree

The Degree Progress tab on MyU was developed to help Twin Cities and Rochester undergraduate students better understand their degree progress and plan for timely graduation. This tool utilizes data from APAS to calculate a student's progress of completion within their declared degree program(s). Appropriate benchmarks are set for students to help them maintain degree progress and understand how their courses fit into their degree. Additionally, students receive action items based on their individual progress to help guide them toward four-year degree completion (for fall NHS admits) and timely completion for other admit types. The goal is for all campuses to have access to this same tool now that Progress Toward Degree encoding for the APAS has been completed on all University of Minnesota campuses.

8.   Amplify the Transfer Student Experience and Success

While there are unique qualities among types of transfer student experiences, the U is committed to continuing to honor the diverse experiences, enhance access and success, and measure the impact. The Twin Cities campus has annually enrolled approximately 2,450 new transfer students across twelve

14

transfer-admitted colleges in each of the last two years including NAS, IUT. As previously discussed, the transfer harmonization process is being implemented by Admissions in 2023.

Transfer Strategic Plan
The Transfer Student Strategic Plan launch in 2021, identified areas where the University will continue its investment and our commitment to transfer students The 6 strategic goal areas include:
1. Increase financial support and education for transfer students from recruitment through graduation.
2. Develop clear major pathways for transfer students.
3. Improve the course enrollment process and course access for incoming transfer students.
4. Promote the Academic Success of Transfer Students.
5. Improve Campus Climate for Transfer Students.
6. Connect Transfer Students with Campus Resources.

Transfer Student Experiences
 We continue to provide transfer programs/support transfer students through the Transfer Student Experience, a campus-wide initiative coordinated by the Office of Undergraduate Education, in partnership with the Office of Admissions and Orientation & Transition Experiences. Guiding this work are the Transfer Student Advisory Committee and the Transfer Collaboration Group. The System Enrollment Council and its plan are increasing attentiveness to transfer pipelines.

9.   Strategic Partnerships and Collaborations and Implications for Institutional Functions

While the Office of Undergraduate Education provides leadership for the Twin Cities Strategic Enrollment plan, OUE does not operate in a silo. This strategic enrollment plan requires the partnership of numerous offices and areas across campus and the system. OUE's constant partners include the college Associate Deans, Directors of Student Services, Advising Leaders and many other collegiate student services staff, the staff in the Office for Student Affairs, the Office for Equity and Diversity, University Services, Office of Institutional Analysis, and Global Programs and Strategy Alliance. Other partners include but are not limited to: Housing and Residential Life OIT, International Student and Scholar Services, Office of Information Technology, Academic Technology, Student Services Leaders, Center for Education and Innovation, Faculty and Directors of Undergraduate Studies, University Libraries and System Strategic Enrollment Council.

FOR REFERENCES SEE FULL REPORT.

15

Progress Toward
MPact 2025 Enrollment Goals:
Twin Cities

Board of Regents | Mission Fulfillment Committee | February 9, 2023

Rachel Croson
Executive Vice President
and Provost

Robert B. McMaster
Vice Provost and Dean of
Undergraduate Education
University of Minnesota Twin Cities

MPact 2025

Action

Establish comprehensive systemwide strategic enrollment strategy.

Metric

Meet undergraduate enrollment goals for each campus by Fall 2025.

Fall Semester Undergraduate Headcount Enrollment

Fall Semester New Freshmen (NHS) Headcount Enrollment

■Twin Cities ■Duluth ■Crookston ■Morris ■Rochester
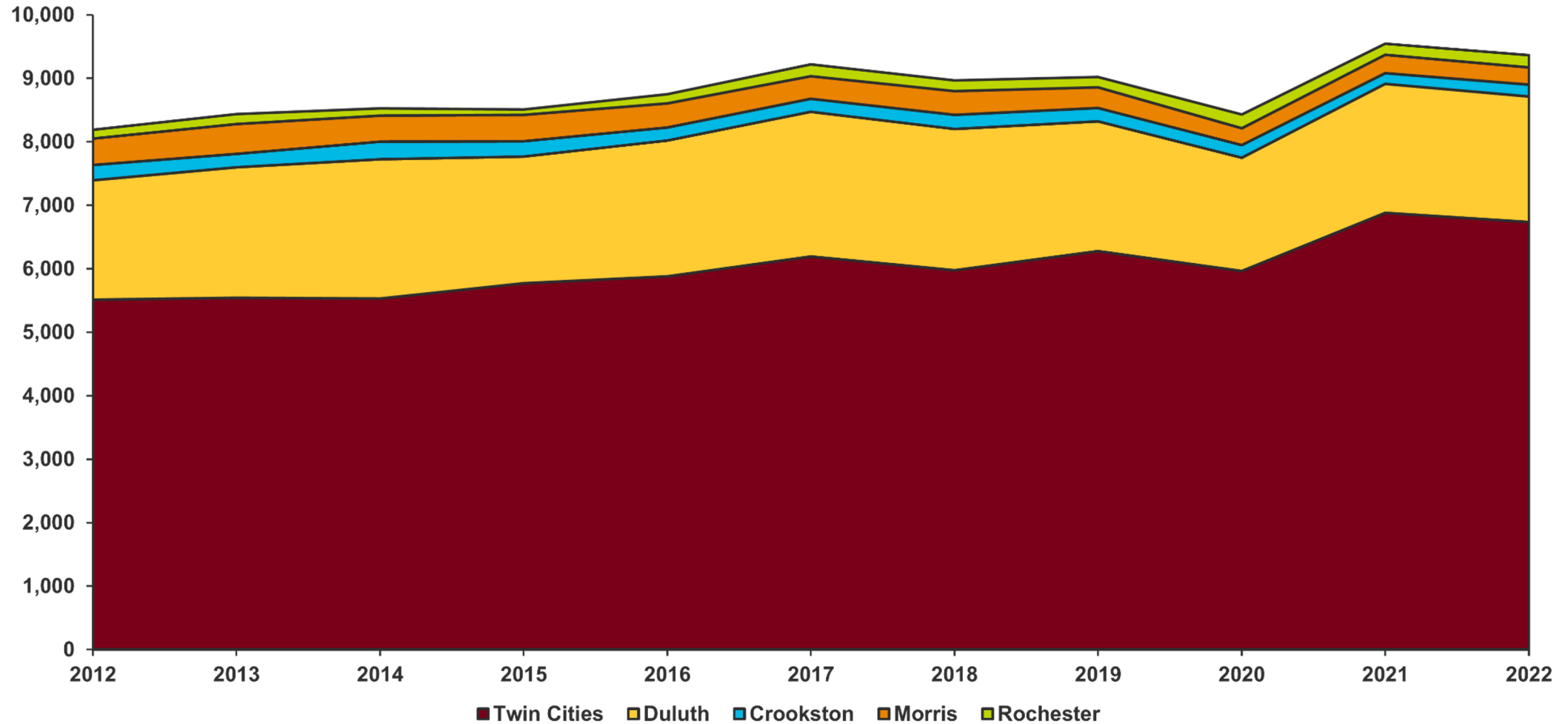
Fall Semester New Transfer (NAS) Headcount Enrollment
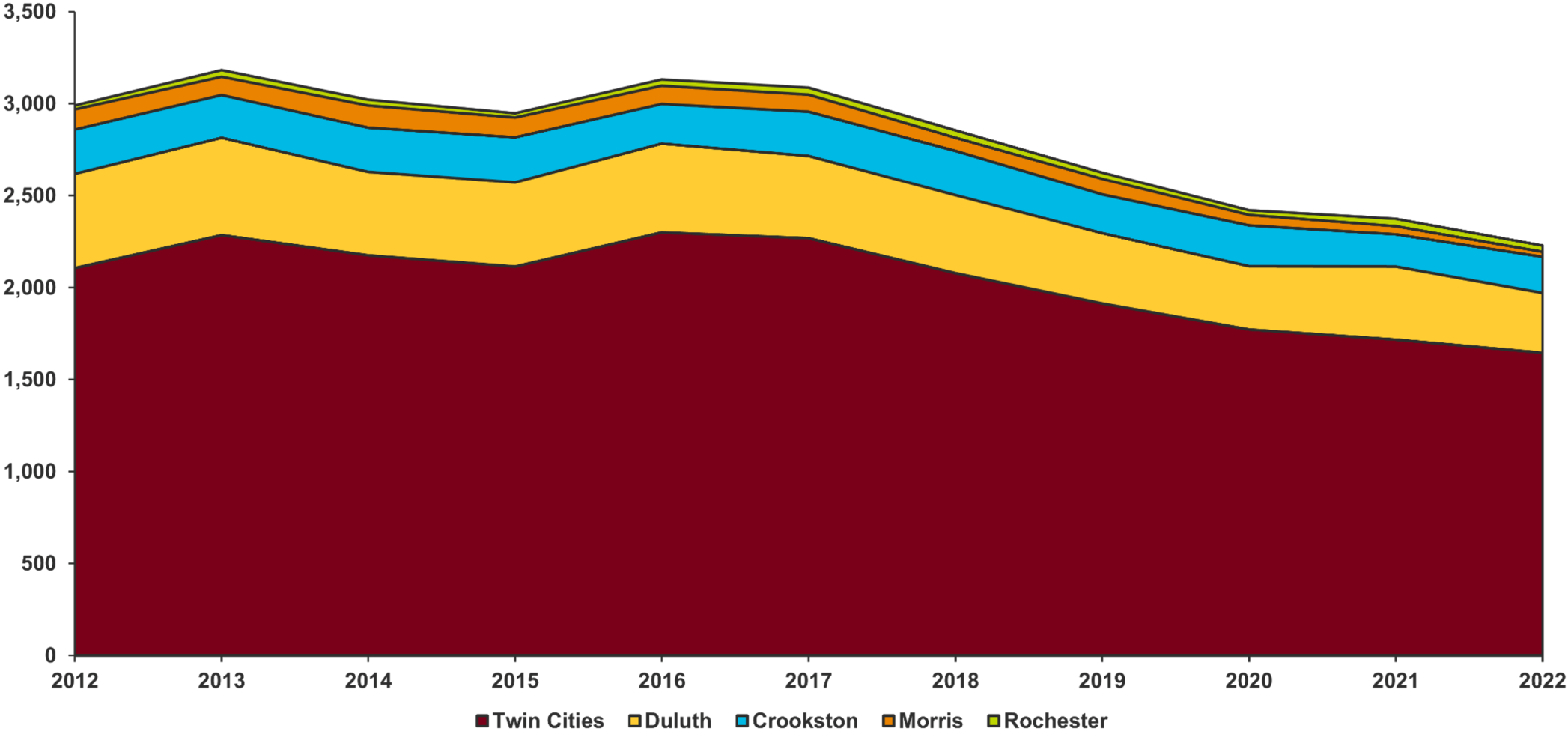
Twin Cities Campus Headcount Enrollment by Level
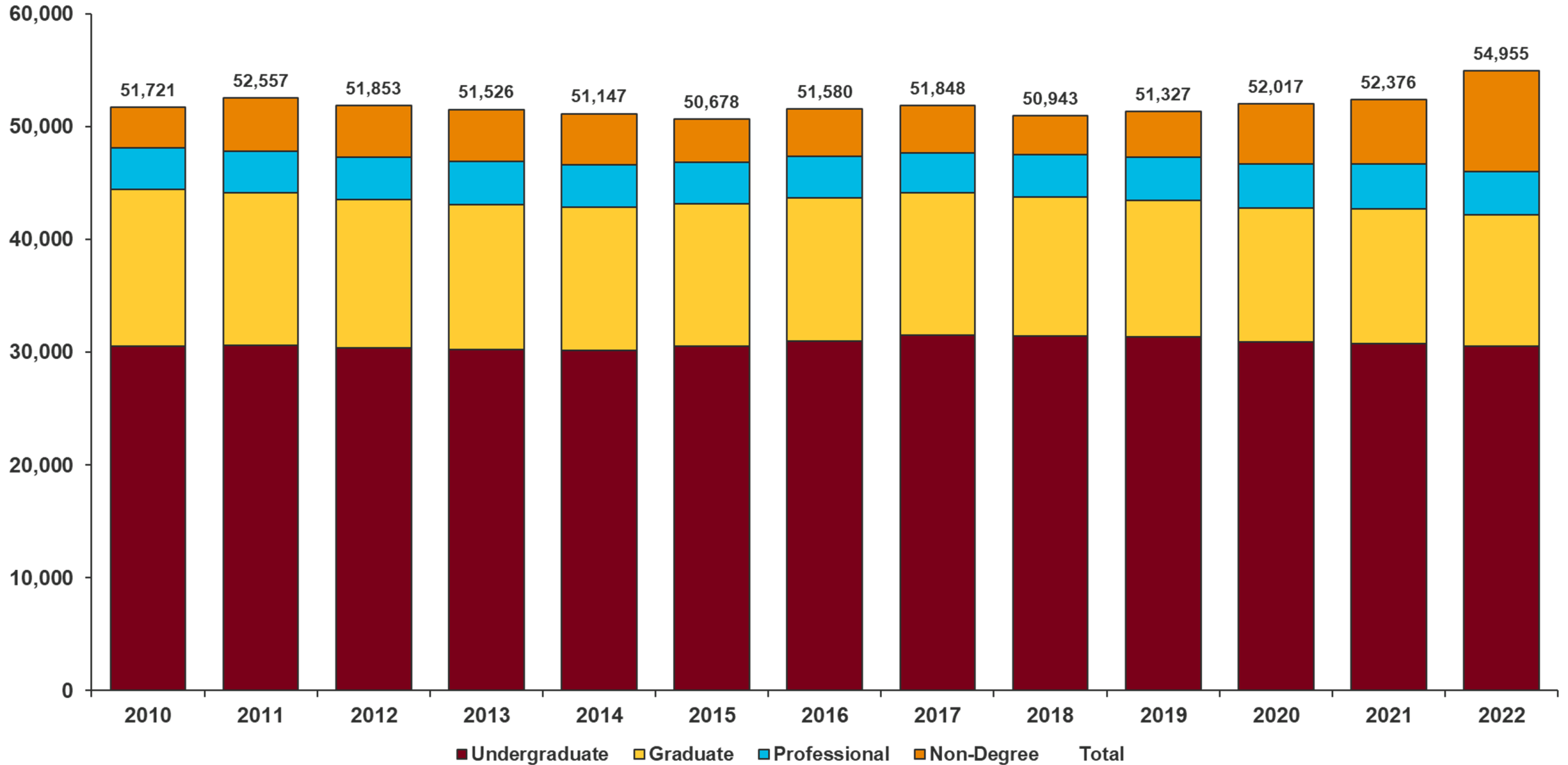
Twin Cities Campus Undergraduate Headcount Enrollment and Projections
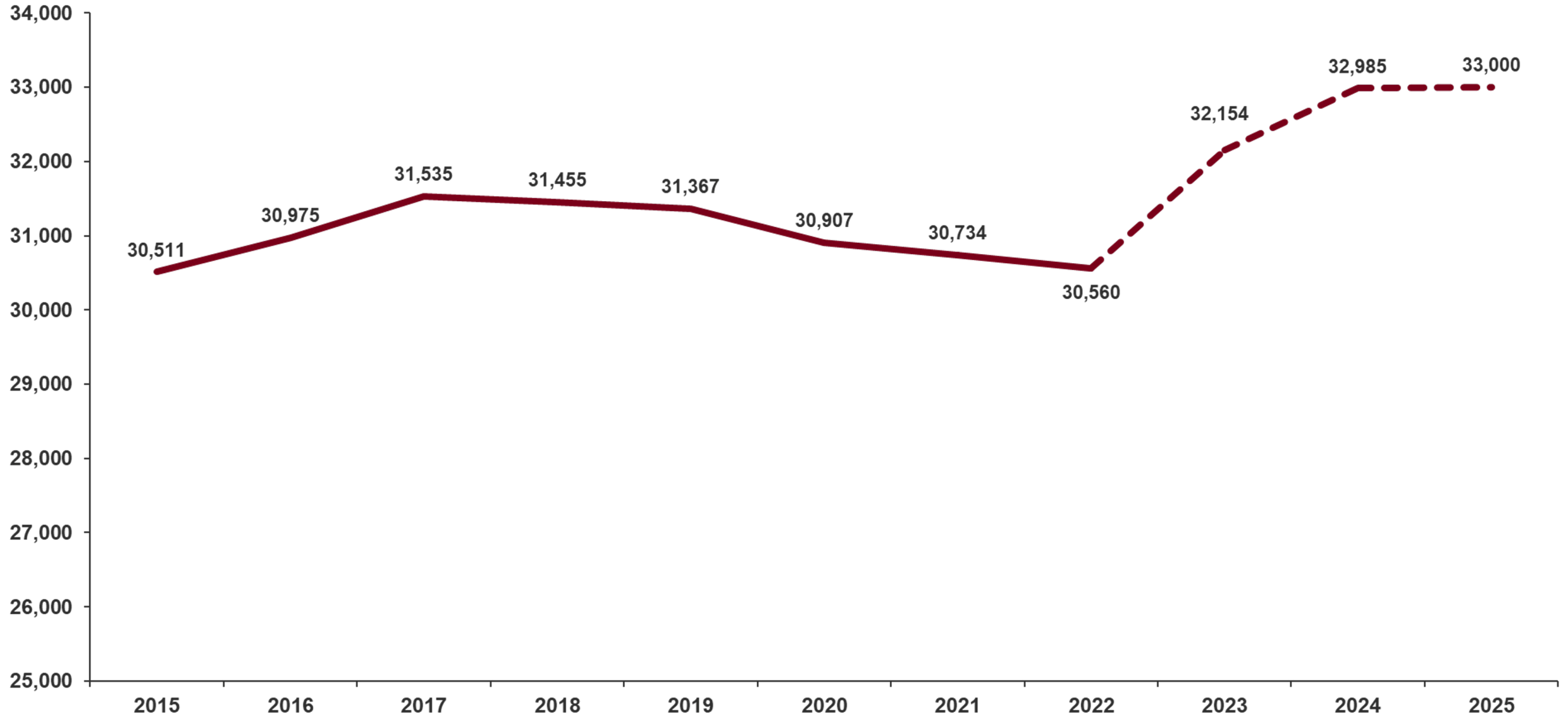
Undergraduate **Demographics**

UG Enrollment:	30,560
BIPOC students:	9,548 (31.2%)
Geographic Representation:	21,538 (70.5%) Minnesotan (86/87 counties)
Reciprocity States:	4,146 (13.6%), ND, SD, WI
National (NRNR):	2,892 (9.5%), Other states + DC
International:	1,801 (5.9%), 99 countries
President's Emerging Scholars:	2,051
University Honors Program:	2,262
Student Athletes:	519
Student Veterans:	282

Pricing vs. National Peers

Published Total Price
IPEDS Student Charges AY2020-21
Total Price for In-State Students Living On-Campus

University	Price
Purdue	$22,782
Iowa	$25,376
Indiana	$26,187
Nebraska	$26,250
Wisconsin	$27,158
Maryland	$27,807
Ohio State	$28,664
UMN-Twin Cities	$28,827
Michigan State	$29,230
Illinois	$31,102
Michigan	$31,484
Rutgers	$33,002
UCLA	$36,787
Penn State System	$37,396
USC	$80,151
Northwestern	$81,283

Average Net Price
IPEDS Student Charges AY2019-20
Students Awarded Grant or Scholarship Aid

University	Price
Purdue	$12,294
Indiana	$13,191
Illinois	$13,517
Wisconsin	$14,030
UCLA	$16,474
Michigan State	$16,655
Nebraska	$17,341
Iowa	$17,452
Maryland	$17,643
UMN-Twin Cities	$17,729
Michigan	$17,832
Rutgers	$17,835
Ohio State	$18,884
Penn State System	$25,548
Northwestern	$28,344
USC	$39,759

Pricing vs. Regional Public Competitors

Published Total Price
IPEDS Student Charges AY2020-21
Total Price for In-State Students Living On-Campus

Iowa State	SDSU	NDSU	USD	UW-Milwaukee	UND	Iowa	UW-Madison	UMN-Twin Cities
$21,940	$22,476	$23,246	$23,502	$24,230	$24,498	$25,376	$27,158	$28,827

Average Net Price
IPEDS Student Charges AY2019-20
Students Awarded Grant or Scholarship Aid

UW-Madison	UW-Milwaukee	Iowa State	NDSU	UND	Iowa	UMN-Twin Cities	SDSU
$14,030	$14,444	$16,105	$16,638	$16,780	$17,452	$17,729	$17,894
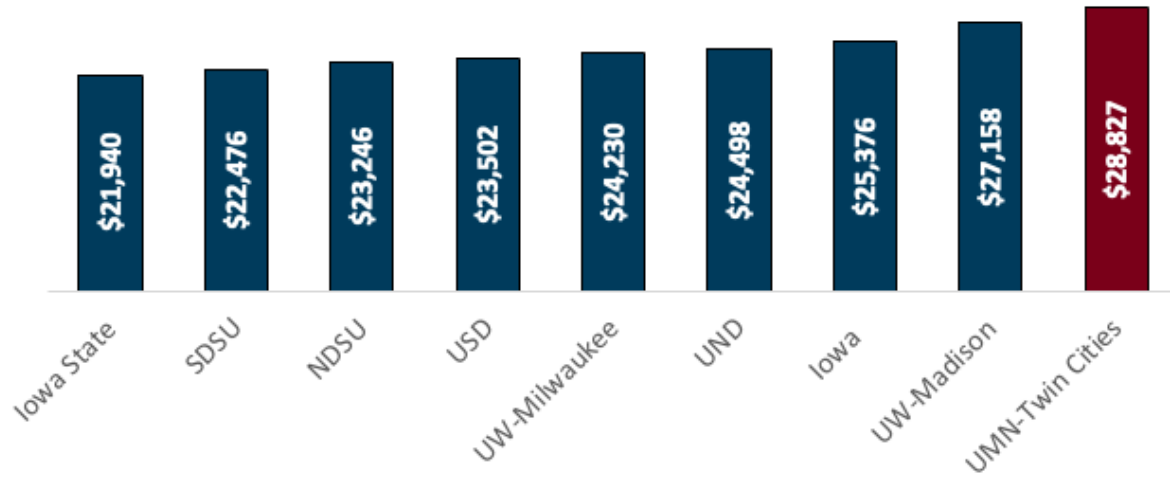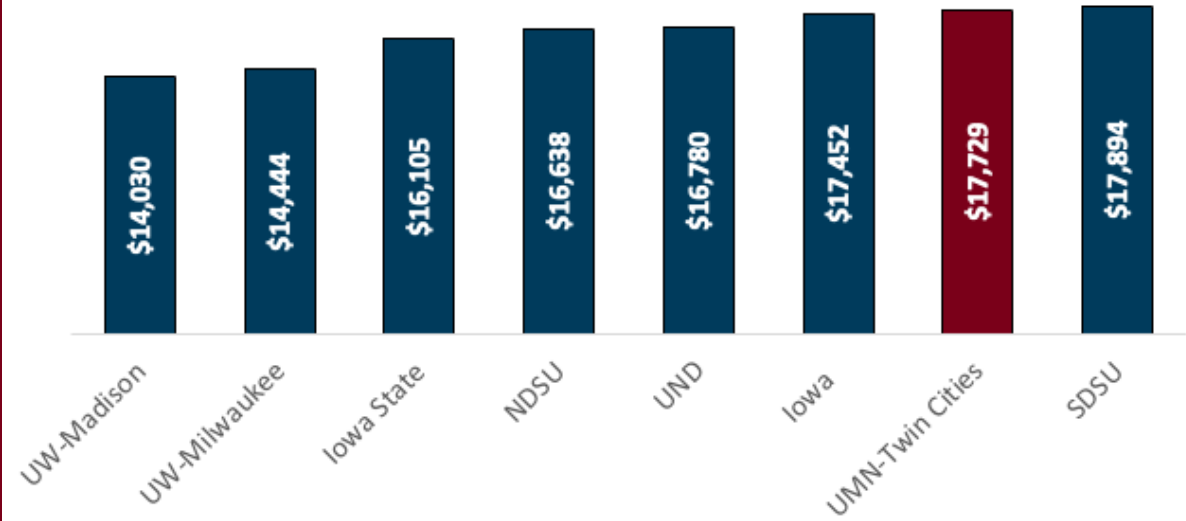
Major enrollment challenges

- Planning for enrollment cliff

- Impact of test optionality through Fall 2025

- Hard-to-recruit but important subpopulations

  - Greater Minnesota students given low density

  - NRNR non-resident COA

  - Transfer students given declines

- Continued attention to diversity

  - Pell, FG, BIPOC

Major enrollment opportunities

- Reputation of a Flagship R1 University

- International opportunities
(goal to grow to 10%)

- Regional recruiting staff in new places

- Eight Freshman-admitting colleges

- Centralized transfer admissions

Student Success & Retention Efforts

- Academic Advising & Success Coaching

- Emerge Summer STEM Program

- Commuter Success Program

- Targeted Academic Support

- Financial Support & Wellness

Student Success & Retention Efforts

On-Going Initiatives:

- Student success committees addressing equity gaps and sense of belonging

- Retention meetings with central OUE

- Gateway Courses and Low-Grades Initiatives

- Enhanced transfer student experience and support

Customized communications

- **Further customized and targeted information** to appeal to students' interests.

- **Multi-channels** blend email, paper, digital, and organic digital advertising to reach students.

STRATEGIC SEARCH

CUSTOMIZED COMMUNICATIONS

RELATION-SHIPS

Relationships create competitive edge in holistic recruitment

- **Multi-level teams** build intentional relationships

- **Nationwide in-market activities** increase University awareness and student engagement

- **Strong campus and community partnerships** expand college access efforts

STRATEGIC SEARCH

CUSTOMIZED COMMUNICATIONS

RELATION-SHIPS

Discussion Questions

- How large should the UMTC undergraduate enrollment be?

- What is the right balance of resident and non-resident populations?

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 9, 2023**

AGENDA ITEM: Transfer Student Landscape and Success

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   ☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Robert McMaster, Vice Provost and Dean of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is to provide an overview of the transfer student landscape and the various efforts the University is undertaking to ensure their success.

Key points will include:

- A review of enrollment patterns, including applications, admits, and yield rates.
- Challenges and initiatives designed to address those challenges.
- Various programs and systems developed to provide the specific types of support needed by transfer students.

Transfer Student Strategic Plan

Purpose & Context:

Approximately 30% of undergraduates at the University of Minnesota are transfer students, meaning they have attended another higher education institution after high school graduation prior to their enrollment at the U of M. Although the University of Minnesota values our transfer students and has many resources available to support transfer, U of M transfer students continue to have lower retention and graduation rates than those students admitted as freshmen.

The Transfer Student Strategic Plan Working Group, with the guidance of the Transfer Student Advisory Committee and the Office of Undergraduate Education, offers these recommendations to support and enhance the experience of transfer students at the University of Minnesota. These priority areas were identified by the working group using student demographic and survey data as well as researching national trends and best practices in serving transfer students. Over twenty meetings were held with campus stakeholders to gather feedback on the proposed plan. Student and staff feedback was also solicited via a survey and incorporated into the final draft of this document. There is also potential for coordinating with the U of M System Enrollment Council to improve transfer pathways and experiences for our Intra University students.

The purpose of this plan is to identify areas where the University can invest in our commitment to transfer students and to guide the work of the Office of Undergraduate Education in these efforts for the next 3-5 years.

Members of the Transfer Student Strategic Plan Working Group

Bre Anderson Berg, Student Services Coordinator, College Food, Agricultural and Natural Resource Sciences
Carmen Kurdziel, CLA Transfer Student Coordinator, College of Liberal Arts
Emilee Hemme, Associate Director of Transfer Admissions, Office of Admissions
Eric Ly, Senior Transfer Admissions Advisor, Carlson School of Management
Katie Russell, Assistant Director for the Office of Undergraduate Education,
Sarah Ihrig, Assistant Director for the Transfer Student Experience, Office of Undergraduate Education

Executive Summary

The following six priority areas to promote transfer student success have been identified:

1. **Increase financial support and education for transfer students from recruitment through graduation.**
2. **Develop clear major pathways for transfer students.**
3. **Improve the course enrollment process and course access for incoming transfer students.**
4. **Promote the Academic Success of Transfer Students.**
5. **Improve Campus Climate for Transfer Students.**
6. **Connect Transfer Students with Campus Resources.**

After analyzing the feedback received from campus stakeholders and student survey data, providing more financial support, creating clearer transfer pathways and providing more information regarding time to degree, transfer credits, and academic expectations early in the transfer process emerged as areas of focus.

Creating a greater connection to the campus community by sharing involvement opportunities and resources early in students' transition to the U of M also emerged as a key priority. Specifically, creating a transfer student mentor program, a transfer student center, and new and better ways to share campus resources and opportunities with transfer students. Offering opportunities for specific populations of transfer students, such as students of color and student parents, to find support and community on campus is an especially important focus.

Additionally, the issue of transfer students (NAS) using admission to the College of Liberal Arts as a gateway to gain entrance to the U of M to then apply to other, more competitive colleges later on via the InterCollege Transfer (ICT) process arose as an issue to address.

Finally, it is important to note that additional strategies may emerge through this work and priorities can be added or changed.

Detailed Transfer Strategic Plan & Strategies

Outlined in this section are the six priority areas of the transfer student strategic plan and the strategies recommended to address each of the priorities.

1. **Increase financial support and education for transfer students from recruitment through graduation:**
    a. Increase **financial education** during the recruitment & admission process
        i. Have One Stop counselors participate in community college recruitment visits & events.
        ii. Review the financial/COA communications that are currently sent to newly admitted students for clarity and effectiveness.
        iii. Create a One Stop website focused on financial aid and scholarship information for transfer students.
        iv. Provide more information about scholarship opportunities to students at the time of application.
    b. Increase **scholarships** for transfer students.
        i. Increase U Promise to 3 years for transfer students
        ii. Increase or create college-based scholarships for transfer students that are recurring for 3 years.
        iii. Identify additional scholarship sources.
        iv. Offer scholarships for both fall and spring admission cycles.
    c. Create **monetary incentives** for participation by transfer students in targeted academic and mentor programs.

2. **Develop clear major pathways for transfer students:**

a. Create structured, major-specific degree plans for transfer students that include transfer courses from our top feeder schools.
b. Provide information regarding degree options and connect them to career pathways early in the recruitment and admission process.
c. Centralize major information so it is easier for students to find.
d. Facilitate partnerships between U of M faculty and faculty from our top feeder schools to facilitate major pathways and credit transfer.
e. Continue to build upon the current work being done to upgrade TRAC/APAS reports to include transfer work so transfer courses and remaining degree requirements are clear to new transfer students.
f. Explore expanding the type of transfer credit we accept and increase transfer credit partnerships. This includes:
    i. Granting credit for prior learning to meet degree requirements.
    ii. Accepting more military credit
    iii. Expanding the acceptance of AA degrees from other states to meet the U of M's Liberal Education Requirements.
g. Increase partnerships with local community colleges in order to:
    i. Increase our pathway for students and create degree pathways for underserved students.
    ii. Better communicate what courses students should complete prior to transferring and best time to transfer.
    iii. Promote the reverse transfer process and retroactively grant students their AA degree via the MN State system.
h. Promote transfer pathways to high school counselors and students.

3. **Improve the course enrollment process and course access for incoming transfer students:**
    a. Analyze incoming transfer student course enrollment data to identify which courses new transfer students are enrolling in and address any course access issues.
        i. If access issues are identified in specific courses, save more seats in these courses for incoming NAS students or adjust enrollment capacity in these courses.
        ii. Explore allowing incoming transfer students to enroll in courses earlier in the summer for fall semester and earlier in the fall for spring semester. This may help reduce melt and ease student anxiety regarding registration and course access issues.

4. **Promote the Academic Success of Transfer Students.**
    a. Address the high D/F/W rates for transfer students in gateway courses.
        i. Transfer students may not be as traditionally prepared to do well in some of these courses. Explore how we can talk to faculty about teaching in a way that doesn't ask them to reduce rigor of their course but addresses the different needs of transfer students.
        ii. Explore the pros and cons of creating specific sections of courses with high D/F/W rates for transfers. Specifically:
            1. Math 1271
            2. Chem 1015 and 1061

      iii.   These course sections should be optional, not required and we need to be mindful that they are not stigmatizing or further marginalizing certain populations of students.

      iv.   Instructors who teach these sections need to understand the transfer student experience

b. Promote faculty awareness of the U of M transfer student population and their needs.

      i.   Identify faculty who are transfers and create advocates for transfers in their academic units.

      ii.   Prioritize faculty support of transfer students via communication and training from central and college administration.

c. Utilize communication and tracking tools such as ECoach, APLUS, Canvas to send targeted and timely messages to transfer students regarding their academic performance.

d. Partner with the U of M Libraries and promote their resources-both their physical spaces and academic support resources.

e. Require a "check-back" advising appointment for all transfer students during their first semester.

5. Improve Campus Climate for Transfer Students

a. Create TRIO & PES-like programs for transfer students

b. Introduce BIPOC/First Gen students to specific campus resources early in their transition. Connection with the entire campus can be overwhelming.

c. Create mentor programs and other opportunities for transfer students to connect with campus beginning from the time they are prospective students. Focus on students who are from traditionally underrepresented backgrounds or traditionally at risk for not being retained.

      i.   This could take many forms including matching incoming transfer students with current transfer students and faculty-student mentoring,

      ii.   Matching students to mentors in the same college or academic department would be ideal.

6. Connect Transfer Students with Campus Resources

a. Provide more information regarding housing options for new transfer students.

b. Explore the creation of a physical Transfer Center on campus for students to utilize throughout the transfer process and during their time on campus. If a physical transfer center is not possible, identify how we can create a robust and meaningful virtual transfer center.

c. Consider what additional campus resources and events we can open to prospective and newly admitted students. This may include access to student organizations, advising offices, faculty, and campus events.

d. Increase our engagement with commuter and non-traditional transfer students, including student parents and veterans

      i.   Continue to hold some virtual events post-COVID to accommodate commuters and non-traditional students.

      ii.   Build more connections and resources for transfer students with offices such as the Office of Off-campus Living, International Student Scholar Services, Student Parent Help Center, and University Veterans Services.

e. Explore the pros and cons of developing a campus-wide FYE course for all transfer students.
   i. This course(s) would not be a degree requirement, but should be highly encouraged and incentivized or targeted to specific transfer students.
   ii. The course(s) must include academic content.
   iii. The course(s) could be offered centrally through OUE, but college specific courses and content would be ideal in order to develop a connection to college-specific resources, academic, and career information.
   iv. Gather data on the current FYE courses that are offered for transfer students to assess best course design and feasibility.
f. Develop more activities and communications for newly admitted transfer students to keep students engaged and informed as they transition to the U of M in an effort to enhance our yield efforts.
   i. Create more centrally organized events for admitted students that include college specific representation and content.
   ii. Create more opportunities for class demonstrations and class visits for newly admitted transfer students.
   iii. Provide more opportunities for new transfer students to connect with each other before courses begin.
   iv. Build excitement for new transfer students about coming to the U by offering more celebratory events and providing "swag" for newly admitted students.
   v. Continue to ask transfer students what they need and want from their U of M experience by establishing regular feedback channels and assessment.
   vi. Continue to hold virtual as well as in-person meetings with transfer ambassadors for incoming students.
   vii. Offer evening and weekend events to support commuter and non-traditional student attendance.
   viii. Provide opportunities for college representatives to meet with newly admitted students at the community colleges. These meetings should involve college staff and faculty
   ix. To avoid overwhelming incoming transfer students, create a more intentional and holistic timeline of when we introduce students to specific U of M resources.

g. Units should review their websites for clear information that is specific to transfer students.

Student Feedback

To gather student feedback on the proposed transfer student strategic plan, a survey was sent to all NAS students who were admitted to the U of M Twin Cities between fall semester, 2019 and spring semester, 2021. The survey was sent to 4,119 students and 85 students responded. The survey was open between April 26, 2021 and May 26, 2021.

The survey provided students with a description of each of the six priority areas and the strategies proposed to address each of these priorities. Students were asked to to share how important each of the six priority areas were to them on a Likert scale from Not Important to Very Important. They were then asked to provide qualitative feedback for each of the priority areas.

When combining the Important/Very Important responses students ranked the priority areas as follows:

Priority area 1: Financial Support & Education: 94%
Priority Area 2: Major Pathways: 93%
Priority Area 3: Course Enrollment Process 84%
Priority Area 6: Academic Support: 68%
Priority Area 4: Campus Climate: 66%
Priority Area 5: Community Building: 65%

Because the survey was anonymous, no demographic information was collected. A summary of the themes found in students' qualitative responses to each of the priority areas follows.

Priority area 1: Financial Support & Education:

Students identified this as their most important priority. The need for more financial assistance in general was the most common theme in the student responses followed by a desire for more information about scholarship/funding early in the admission process and greater ease in accessing scholarship applications. Students also expressed a desire for funding for things beyond tuition such as food, housing, and tutoring.

Students also connected degree requirements to finances in their responses by requesting more information about time to degree, transfer credit, and major information in this category.

Priority Area 2: Develop Clear Major Pathways

93% of students ranked this priority area as "Important" or "Very Important," making this a close second of the 6 identified priority areas of the transfer strategic plan. A desire for the U of M to accept more credits in general was one of the main themes; military credit and religion courses were specifically mentioned, as was a desire for the U of M to accept Associate in Art (AA) degrees from other states as a package to automatically fulfill U of M Liberal Education requirements.

Students also felt that transfer credit information should be easier to find and the transfer credit evaluation and appeal process should be more transparent. Students shared that they sometimes got contradictory information regarding transfer admission requirements from different people, both at the U of M and between their previous school and the U of M.

Four respondents expressed that the transfer credit process went smoothly for them and had no suggestions for improvements.

Priority Area 3: Course Enrollment Process

Students identified course enrollment as their third priority. The comments from students related to this priority area focused on a desire to have more seats held in classes for transfer students at new student orientation and to allow new transfer students to register earlier for classes. Currently, new transfer students attend orientation and register for their first semester of classes in July or August while new first year students primarily attend orientation and register in June.

Three respondents also stated that information regarding degree requirements, class schedules, and course registration prior to orientation would be helpful. One student noted that access to Schedule Builder as a prospective student would be helpful.

Priority Area 4: Campus Climate:

Students identified this as the fifth most important area out of six. Most of the comments in this category were related to campus involvement in general and not specific to improving campus climate. However, one student noted:

I feel like I did not have the chance to connect with more black students until the racial occurrences developed. Having tours that show cultural centers or group sections that educates students on how to connect with cultural/social groups on social media would be very helpful.

Another student commented:

I completely understand the need for the BIPOC and other identity-based groups that are held as part of the transfer month leading up to the start of the semester. However as someone who did not qualify for the ethnicity-based groups, and was uncomfortable with joining the LGBT+ group, I felt as though I was not able to connect with people in the same way as there was little to no general events for me to take part in. The one that I was able to attend had next to no direct interaction between students, only an activity. I imagine other students feel the same way. I do think that a completely open group for anyone to take part in would achieve the desired connection that I was hoping to form if it also included actual socialization.

Additionally, two students expressed a need for more connection with other, non-traditional students and one student expressed appreciation for the Student Parent Help Center Staff.

The majority of the comments regarding this priority area focused on a need for the University to promote resources and involvement early on specifically for transfer students and incentivize participation in on-campus activities. Although a few students did note feeling that transfer students can find community on their own and they did not need or want these programs, one noted that involvement should not be mandated.

Four students expressed a desire for transfer-specific resources including a transfer-specific student group. Because these resources and student groups already exist, this speaks to the need for the University to examine our communication strategies to new transfer students to determine how to better advertise these resources.

Six students specifically mentioned mentor programs as something that would be helpful, with one student wishing they could be connected with another "non-traditional" student and two others wanting to connect with faculty regarding research opportunities early on.

Priority Area 5: Community Building

Students ranked this as the last of the six priority areas in importance. The strategy outlined in this priority area that generated the most comments was the creation of a transfer center on campus. Four students responded favorably to this idea.

Continuing to vary the format and timing of events the U of M offers emerged as a theme in building community for transfer students. Two students supported offering events at a variety of times to accommodate commuters and students who have significant responsibilities outside of school. A student also commented in support of the strategy to improve and clarify the transfer student information available online, and another student suggested that the U of M provide more videos to introduce resources to students.

Finally, three students noted that we should not require a transfer course for new students, but did not state that they did not support offering a course like this in general.

Priority Area 6: Academic Support

Students ranked this fourth of the six priority areas. The importance of connecting with instructors was a common theme in the student responses to the suggested strategies. Both the need for faculty to better understand the transfer student experience and for students to connect with their faculty.

Students also commented on the need for students to understand how important your first semester grades are (can be "make or break" to quality for scholarships and other opportunities at the U of M) and the shock/unfairness that the GPA students earn at another school doesn't transfer or seem to matter.

The importance of connecting with your advisor and getting good course guidance at the beginning was also noted. However, three students said that advising appointments should be required for first semester transfer students, while two students commented that advising appointments should not be required, although this does not mean they do not see them important or valuable.

Transfer Student Landscape and Success

Board of Regents | Mission Fulfillment Committee | February 9, 2023

Rachel Croson
Executive Vice President
and Provost

Robert McMaster
Vice Provost and Dean of
Undergraduate Education
University of Minnesota Twin Cities

MPact 2025

Metric

Increase 3-year graduation rate each year for students who enter with 60+ credits and are enrolled full-time.

University of Minnesota System Fall Semester
New Transfer (NAS) Headcount Enrollment by Campus
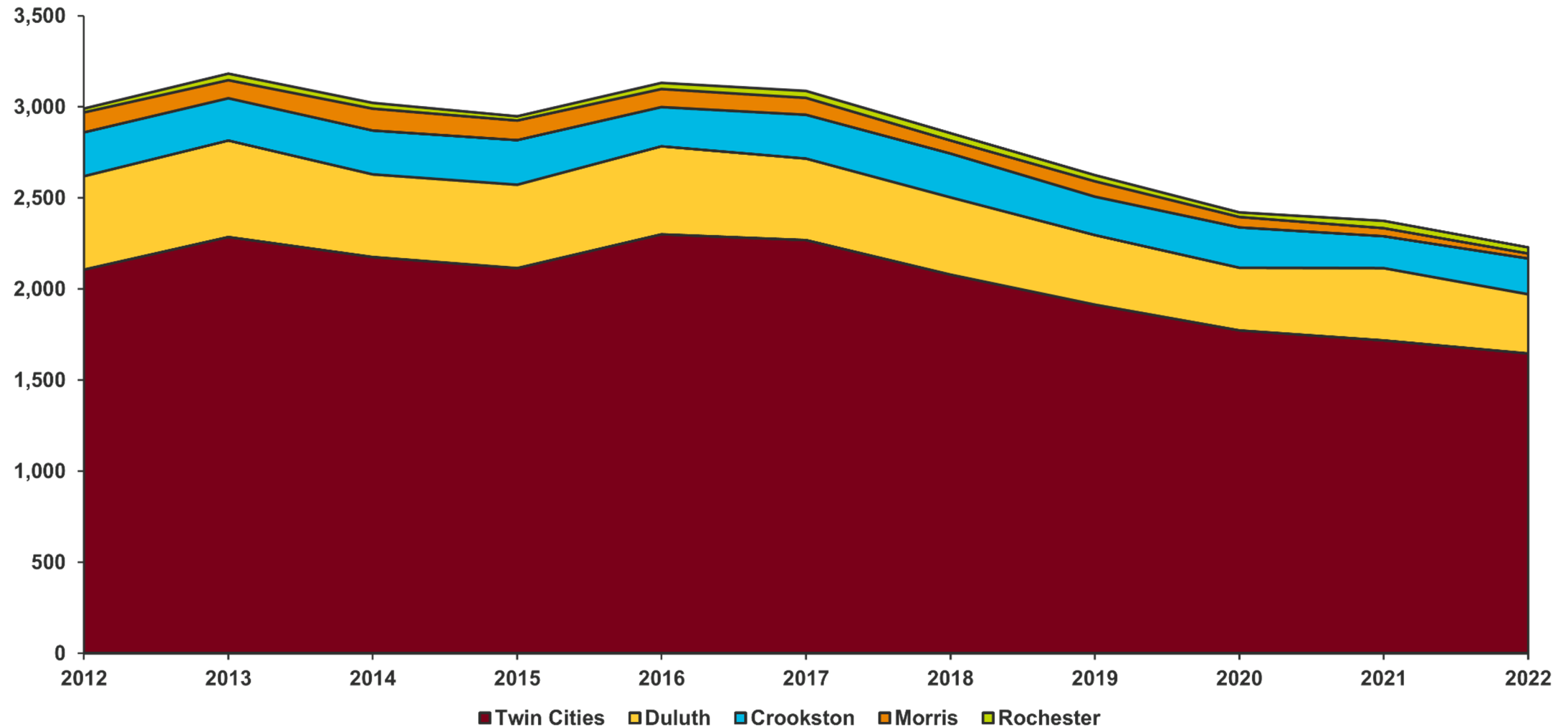
University of Minnesota Fall and Spring Semester New External Transfer (NAS) Applicant Headcount by Campus

AY 2022-23 Headcounts include Fall Semester Only
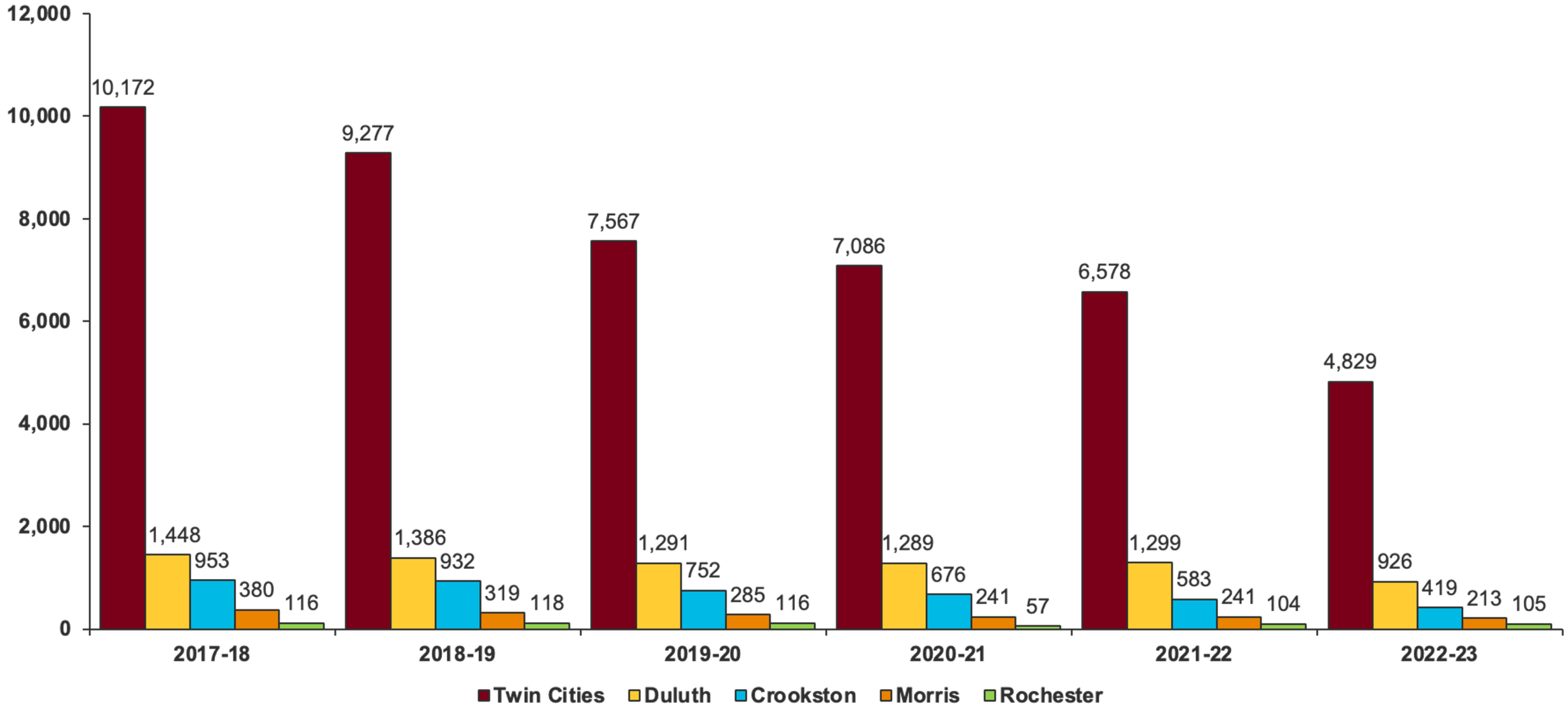
Fall Semester 2020 New Transfer Headcount Enrollment: Significant UMN System Regional Competitor Institutions
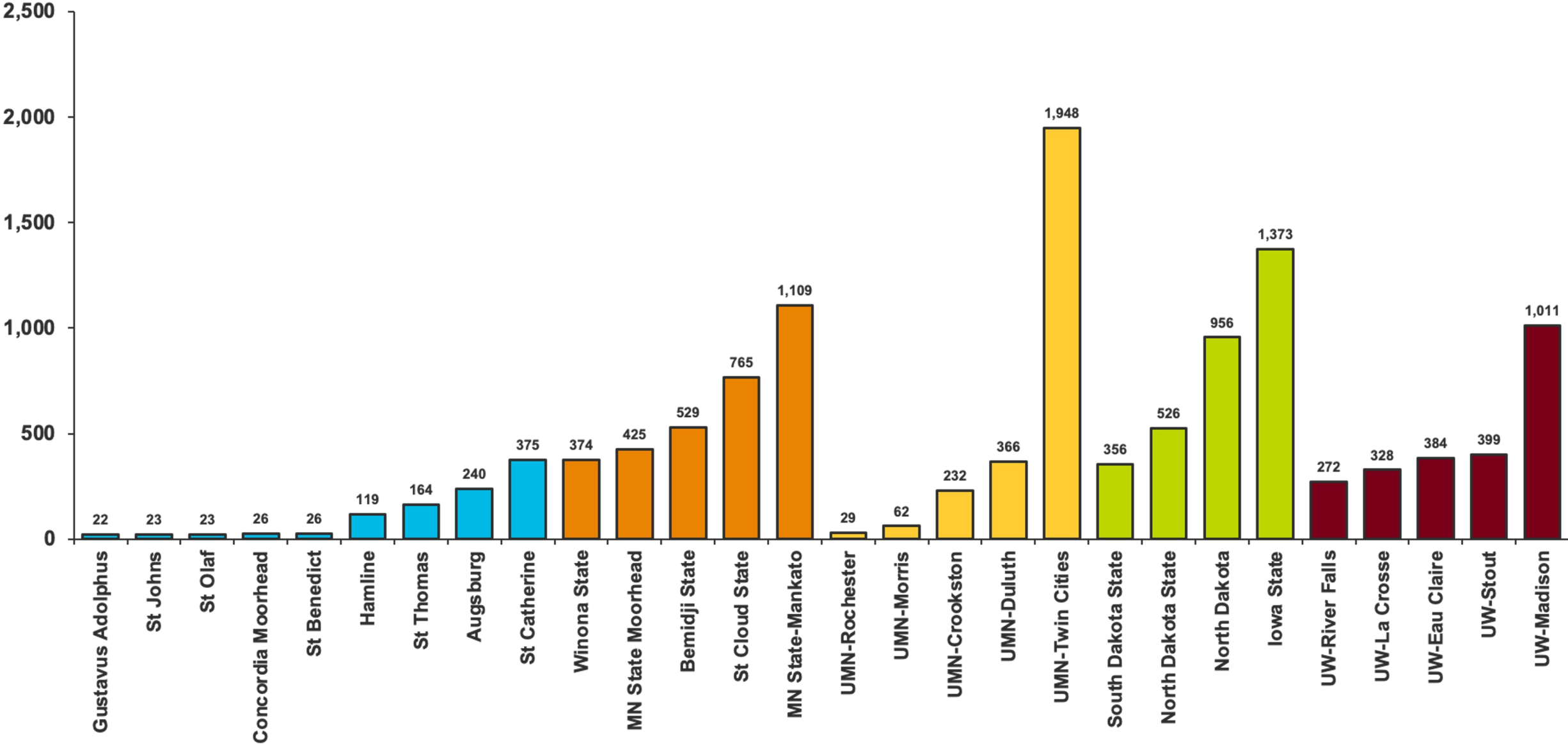
Twin Cities Campus Fall and Spring Semester
New External Transfer (NAS) Headcount Enrollment

Year	Fall	Spring
2001-2002	1,945	786
2002-2003	1,838	795
2003-2004	2,176	632
2004-2005	1,729	806
2005-2006	1,882	724
2006-2007	1,645	675
2007-2008	1,949	827
2008-2009	1,843	1,011
2009-2010	2,508	1,006
2010-2011	2,220	985
2011-2012	2,046	816
2012-2013	2,106	838
2013-2014	2,285	848
2014-2015	2,175	860
2015-2016	2,114	882
2016-2017	2,300	837
2017-2018	2,268	726
2018-2019	2,078	749
2019-2020	1,915	588
2020-2021	1,772	467
2021-2022	1,718	493
2022-2023	1,647	

■ Fall □ Spring

New Transfers (NAS/IUT) as a Percent of New Undergraduates (NHS+NAS+IUT): Big Ten Academic Alliance Public Institutions Fall 2020

Institution	Percent
Penn State	4.2%
Indiana	6.9%
Purdue	10.3%
Wisconsin	12.2%
Mich State	13.0%
Illinois	14.2%
Nebraska	14.6%
Michigan	15.9%
Iowa	17.6%
Minnesota	24.6%
Rutgers	26.9%
Ohio State	31.4%
Maryland	31.6%
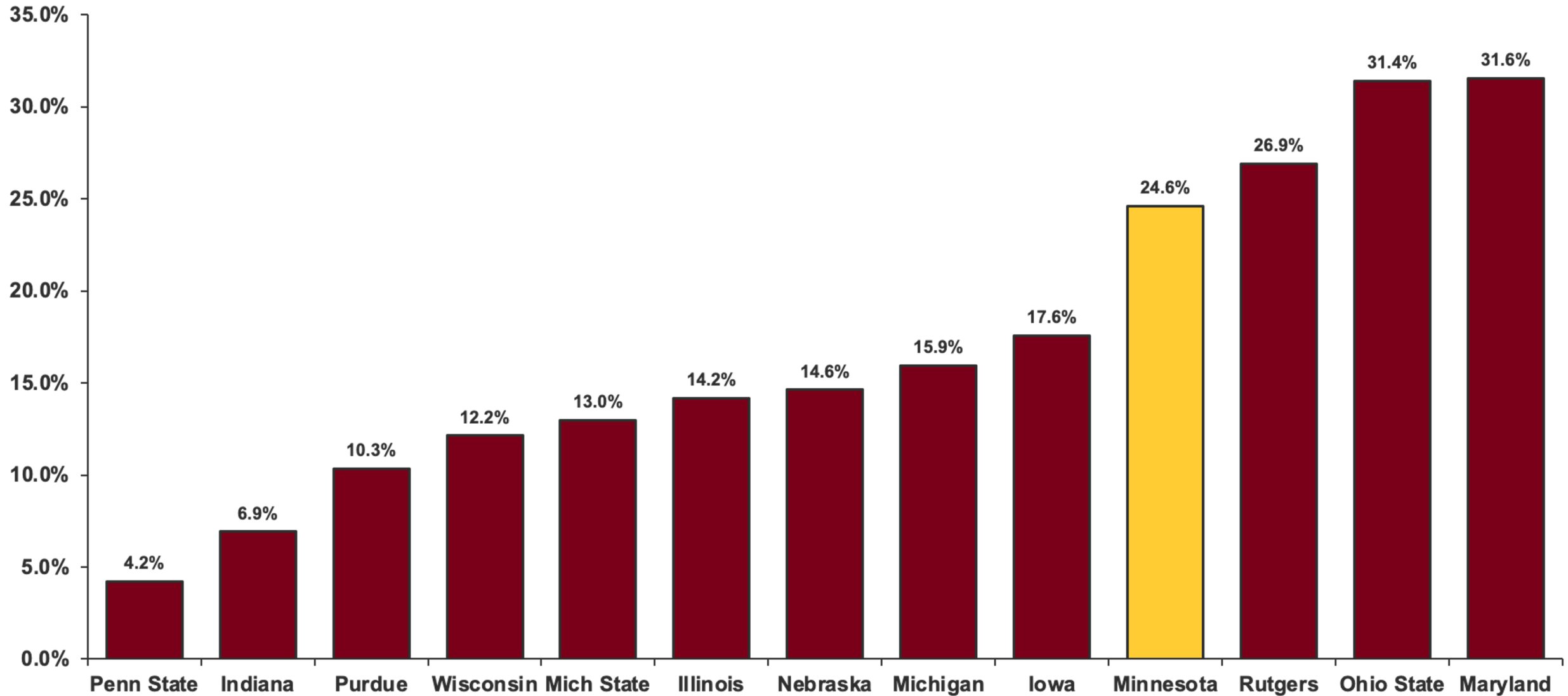
Twin Cities Campus New Transfer Students (NAS+IUT) by Primary Previous Institution Sector: Academic Year 2021-2022 (Fall+Spring)

- AP/IB or Test, 0.0%
- Unknown, 1.8%
- Other Public 2yr, 4.6%
- For-Profit 4yr, 0.2%
- Other Private 4yr, 6.0%
- International, 4.7%
- Other Public 4yr, 7.5%
- MNState 2yr, 41.8%
- ND Public 4yr, 1.5%
- IA Public 4yr, 1.4%
- WA Public 4yr, 1.7%
- WI Public 4yr, 6.8%
- UMN, 9.5%
- MN Private 4yr, 5.0%
- MNState 4yr, 7.4%
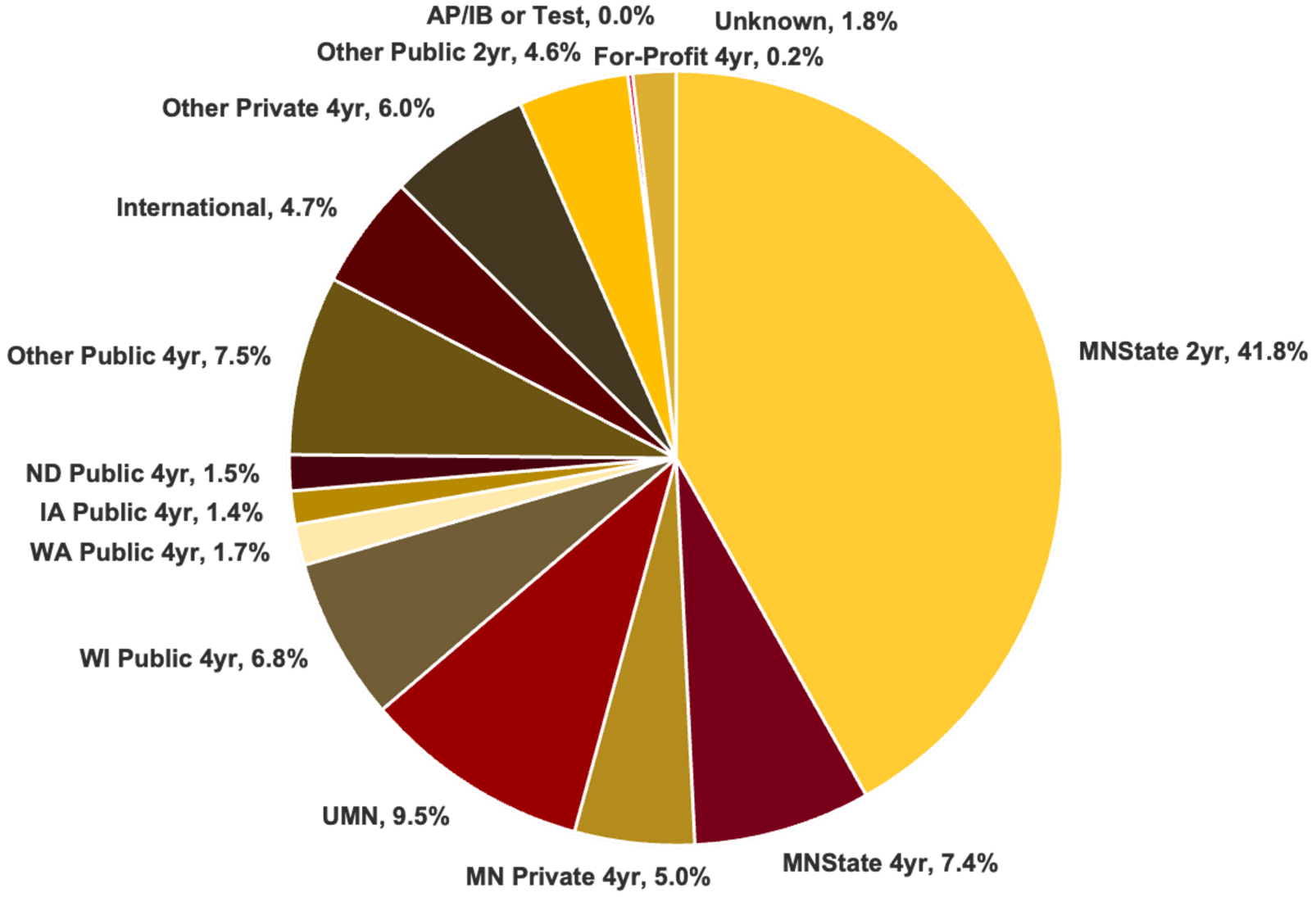
Change in Total Undergraduate Headcount Enrollment Since 2012 by System
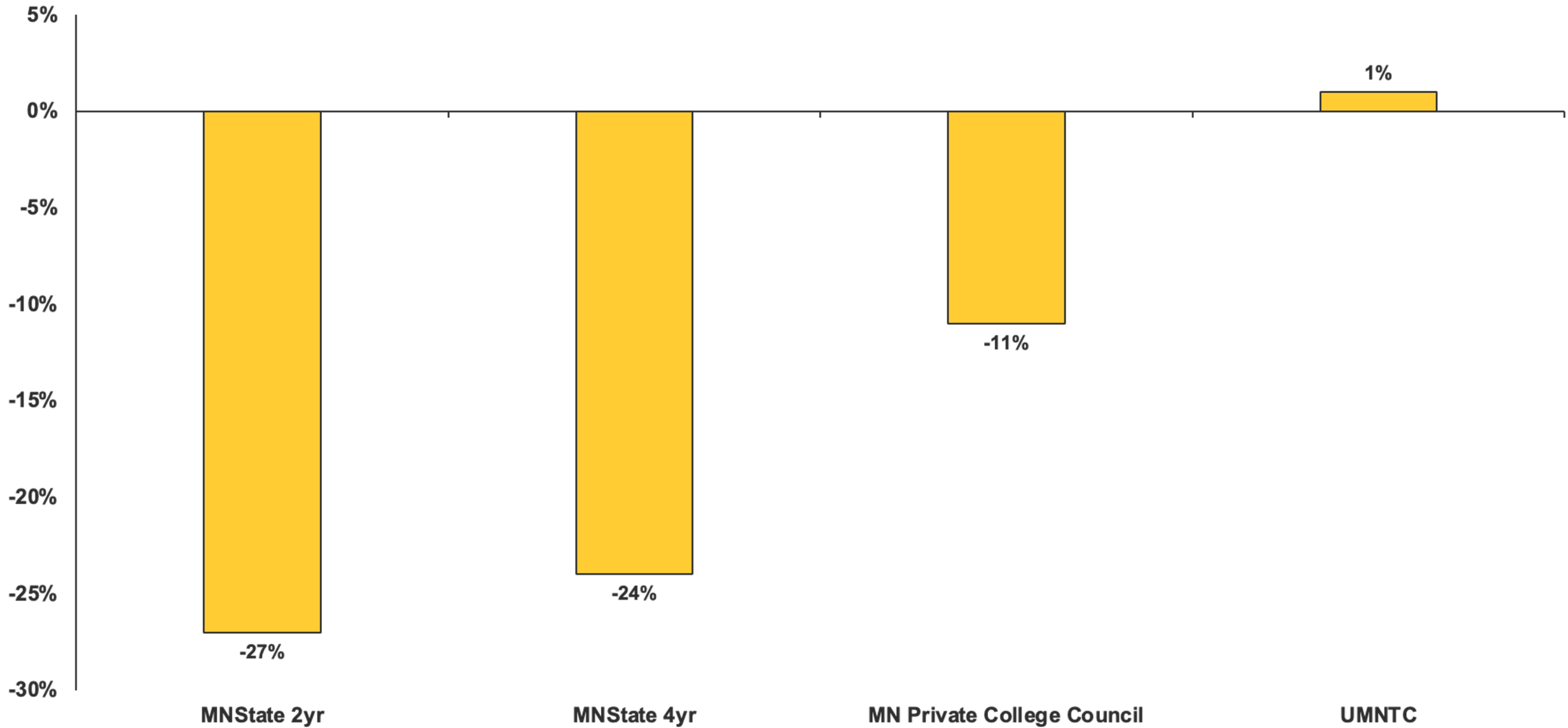
Transfer Student Support

Twin Cities Transfer Student Experience

Transfer Transitions

Orientation

Welcome Week

Targeted Programs

Transfer Student Network

Living Learning Community

National Transfer Student Week

Resources

First-Six Weeks Campaign

TSE Monthly Newsletter

Transfer Student Experience Website

Student Leadership

Tau Sigma Honors Society

University Transfer Student Board

Transfer Student Leaders

Initiatives on Transfer Students

- Systemwide Enrollment Strategic Plan (October 2021, February 2022)
  - Transfer strategic plans for each campus

- Regular interaction with Minnesota State (Senior VC, Provost, Vice Provost)
- Office of Admissions High School Counselor network
- Centralizing UMTC transfer admissions

- Minnesota Transfer Curriculum (MNTC)
- Minnesota P–20 Council
  - U of M, Minnesota State, MN Office of Education and Higher Education

Greater Minnesota Transfer Student Support

Crookston

- Dedicated Admissions Counselor specializing in transfer students
- Collapsed approval for course transfer equivalencies into a "one-stop" model
- Dedicated staff address transfer equivalency inquiries
- Accelerated, half-semester coursework for transfer students to rapidly enter courses in their major

Duluth

- Improved transfer credit evaluation process to ensure more timely and consistent decisions
- Developed transfer guides and domestic and international transfer pathways
- Enhanced connections with community college partners
- Improved recruitment as well as orientation and transition support for transfer students

Greater Minnesota Transfer Student Support

Morris

- Articulation agreements, MOUs, and collaborative work with Minnesota tribal colleges

- Creation of three-year degree plans to support students entering with college coursework

- Campus programming for new and continuing transfer students

Rochester

- Established a dedicated transfer admissions position

- Expanded conversations with local community and technical colleges

- Identified additional sources for qualified transfers inquiries.

Credit Transfer

Transferology: what students see

295,179

Searches in Transferology through "Will My Courses Transfer?" since Jan. 2018

Transfer Evaluation System (TES)

STUDENT w/ syllabus in hand

Look up courses in **TRANSFEROLOGY**

if the course has **NOT** been reviewed?

SUBMIT A COURSE FOR REVIEW (Office of Admissions website)

COURSE EVALUATED (Admissions)

COURSE EQUIVALENCY REVIEWED (Colleges: TES Departmental Evaluators)

ASR TES Business Analyst

COURSE REVIEW RESULTS sent to student w/ rationale

COURSE EQUIVALENCY OR REJECTION added to Transferology

TES course review at UMN-TC

Itn'l
2.5%

System Campus
3.1%

MN Private
4.6%

MN 4-Year
11.6%

MN 2-Year
24.5%

Out of State
53.7%
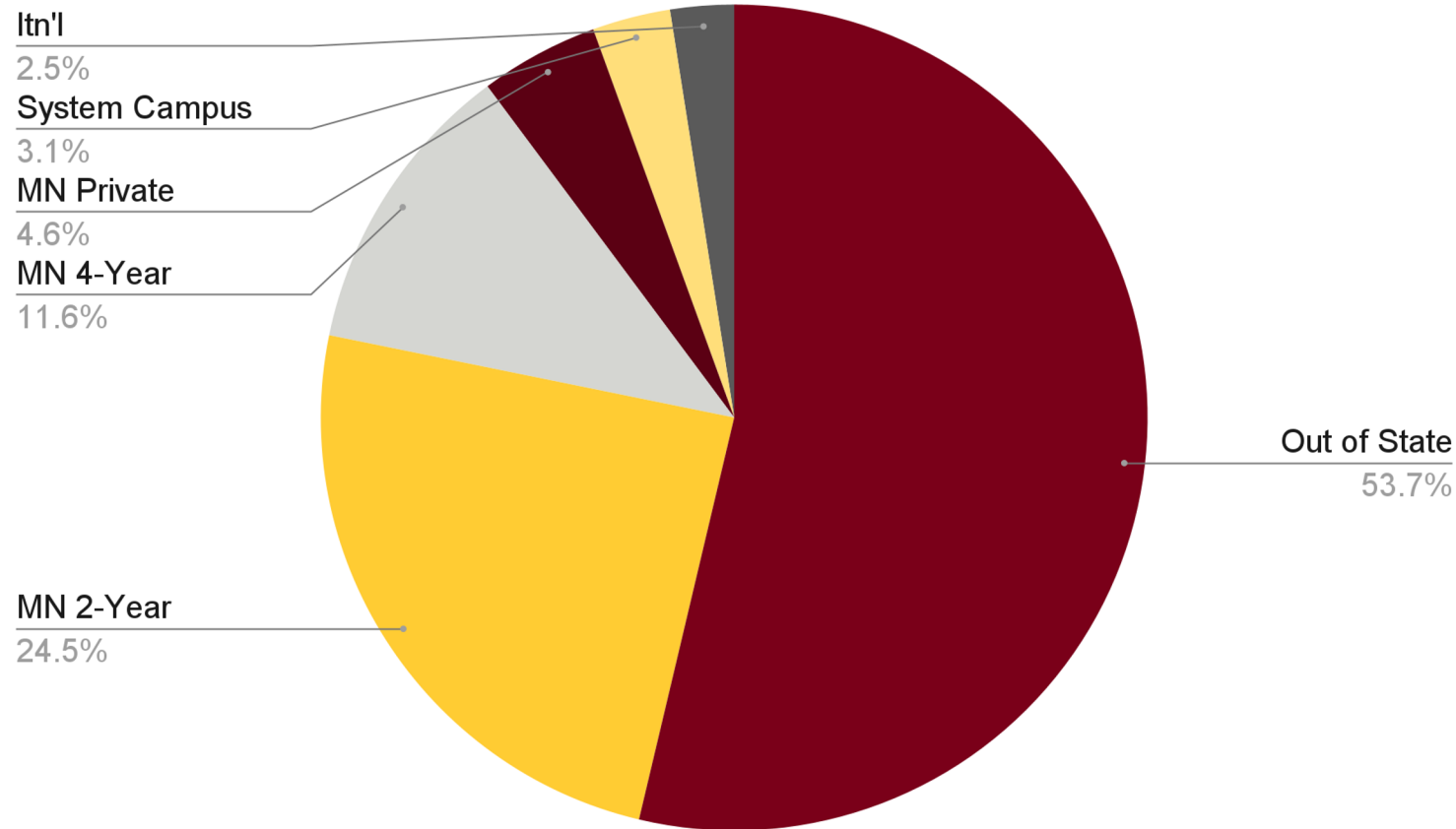
14,701

total courses reviewed since system launched in 2018

Retention and Graduation

Fall Semester UMTC New External Transfer (NAS) MPACT Metric Three-Year Graduation Rate

MPACT Graduation Rate Calculated for Full-Time NAS with 60 or More Credits at Entry
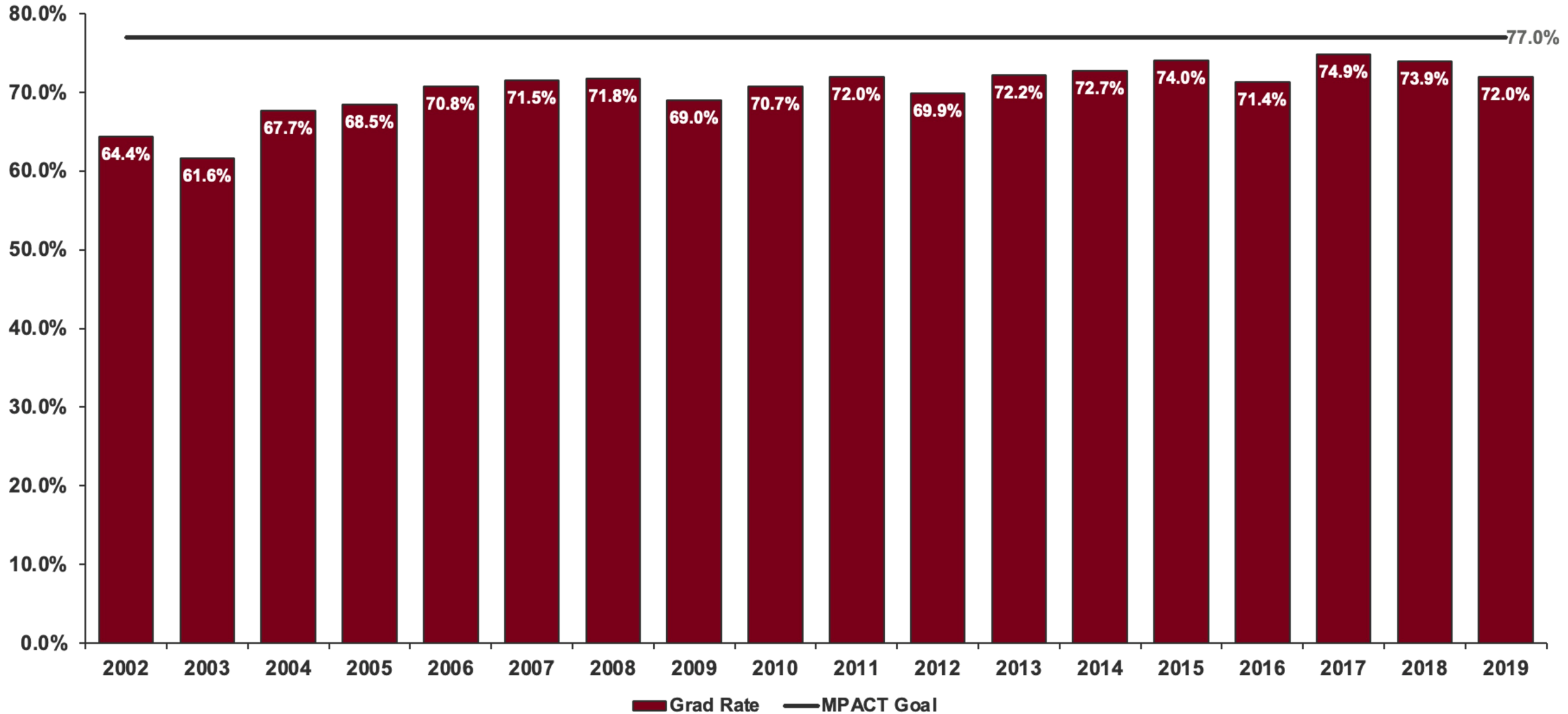
Valued as an Individual on Campus

Incoming NAS/NHS students that *somewhat agreed, agreed,* or *strongly agreed* that they feel valued as an individual at the U of M.

Incoming NAS Students: 2018: 75.8%, 2019: 77.8%, 2021: 63.4%, 2022: 80.9%

Incoming NHS Students: 2018: 81.2%, 2019: 86.4%, 2021: 63.8%, 2022: 87.7%

Legend: 2018, 2019, 2021, 2022
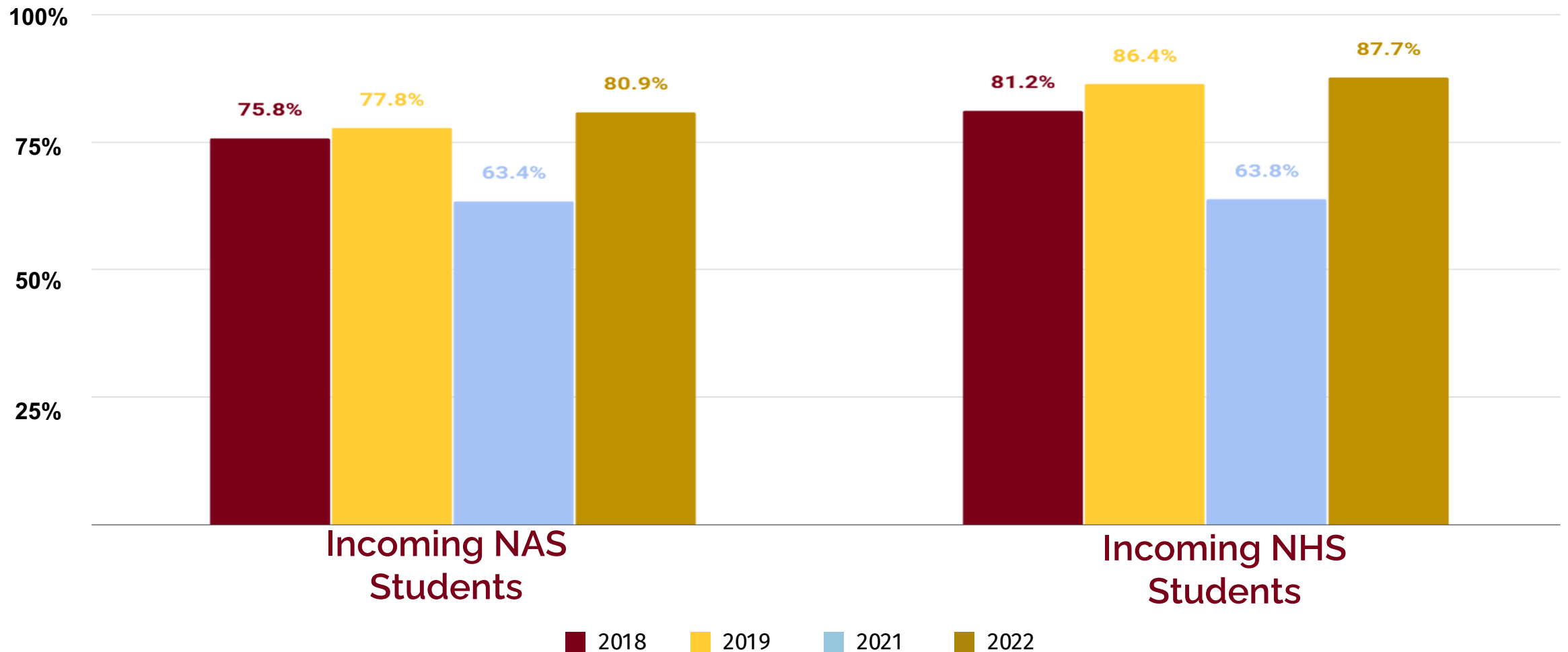
Discussion

1

What might we do to enhance our transfer pipelines with other Minnesota institutions?

2

How can we continue to improve transfer credit to the University of Minnesota?

3

How might we enhance support for transfer student needs?

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 9, 2023**

AGENDA ITEM: Consent Report

☐ **Review**   ☒ **Review + Action**   ☐ **Action**   ☐ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to seek approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes; and conferral of tenure for new hires, as outlined below.

I.   Request for Approval of New Academic Programs

- College of Liberal Arts (Twin Cities Campus)—requests approval to create an undergraduate Minor in Ensemble Music, effective fall 2023.
- College of Science and Engineering (Twin Cities Campus)—requests approval to create a Post-Baccalaureate Certificate in Technology Leadership, effective fall 2023.
- College of Science and Engineering (Twin Cities Campus)—requests approval to create a graduate Minor in Financial Mathematics, effective fall 2023.
- Medical School (Twin Cities Campus)—requests approval to create a Mastery in General Surgery Fellowship Program, effective summer 2023.
- College of Education and Human Professions (Duluth Campus)—requests approval to create a Bachelor of Applied Science (BASc) in Health and Physical Education, effective fall 2023.
- Labovitz School of Business and Economics (Duluth Campus)—requests approval to create a Bachelor of Business Administration (BBA) in Risk Management and Insurance (RMI), effective fall 2023.
- Swenson College of Science and Engineering (Duluth Campus)—requests approval to create an undergraduate Certificate in Project Management, effective fall 2023.
- Medical School (Duluth Campus)—requests approval to create a Master of Science degree in Biomedical Sciences, effective fall 2023.

II. Request for Approval of Changed Academic Plans

- The College of Veterinary Medicine (Twin Cities Campus)—requests approval to change the name of the Master of Science (MS) and Doctor of Philosophy (PhD) from Veterinary Medicine to Veterinary Sciences, effective fall 2024.

- College of Education and Human Professions (Duluth Campus)—requests approval to discontinue the Community Health Education/Promotion subplan in the Public Health Bachelor of Applied Sciences (BASc) degree, effective fall 2023.

III. Request to Amend Approval of a Changed Academic Plan from December 2022

- Morris Campus—requests approval to amend the subplan listed as Philosophy, Politics and Environment to the Philosophy, Politics, and Economics subplan

IV. Request for Approval of Discontinued Academic Plans

- College of Education and Human Professions (Duluth Campus)—requests approval to discontinue the Early Childhood Studies Bachelor of Applied Sciences degree, effective summer 2023.
- College of Education and Human Professions (Duluth Campus)—requests approval to discontinue the Unified Early Childhood Studies Bachelor of Applied Sciences degree, effective summer 2023.

IV. Request for Conferral of Tenure for New Hires

- Sarah Eddy, associate professor with tenure, Department of Biology Teaching & Learning, College of Biological Sciences, Twin Cities campus
- Rosemary Erickson Johnsen, professor with tenure, Division of Business, Arts, and Education, Crookston Campus
- Lynn Walker, professor with tenure, Department of Chemical Engineering and Materials Science, College of Science and Engineering, Twin Cities campus
- Hua Zhao, professor with tenure, Department of Bioproducts and Biosystems Engineering, College of Food, Agricultural, and Natural Resource Sciences, Twin Cities campus

BACKGROUND INFORMATION

Approvals are sought in compliance with Board of Regents Policy: *Reservation and Delegation of Authority* as follows:

- Academic program changes: Article I, Section V, Subd. 2.
- Tenure and/or promotion recommendations: Article I, Section V, Subd. 1.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the Consent Report.

University of Minnesota Board of Regents
Mission Fulfillment Committee
February 9, 2023
Consent Report: Academic Program Changes

I.   Request for Approval of New Academic Plans

College of Liberal Arts (Twin Cities campus)—requests approval to create an undergraduate Minor in Ensemble Music, effective fall 2023. The ensemble-based minor in music will provide hands-on experience with music making in the university musical ensembles. This minor is designed to meet the needs of students who love participating in music and wish to deepen their understanding through additional scholarly study, and it will allow students to explore the diversity of the world's musics—including popular, classical, and folk musics from Minnesota and around the world. Undergraduate students from any college or department at the University of Minnesota may deepen their knowledge of music through this minor, creating a vibrant and diverse cohort of students learning, studying, and playing music together. The Ensemble Music Minor may not be combined with any Music major and will be delivered in a primarily in-person/classroom modality.

College of Science and Engineering (Twin Cities campus)—requests approval to create a Post-Baccalaureate Certificate in Technology Leadership, effective fall 2023. The Post-baccalaureate Certificate in Technology Leadership is designed to provide technology industry professionals with critical competencies in personal leadership, organizational development, business and future technologies, and growth of leadership roles in technology organizations. The required curriculum covers these core competencies that have been identified as driving success in a technology leader, and elective credits allow students to tailor the experience to their specific technical profession. Coursework from the Certificate can be applied to Master's degrees in the Technological Leadership Institute upon admission and with program approval. Existing staff and courses foundational to all TLI Master of Science degrees will be leveraged to deliver this program. The program will be delivered in person and partially online.

College of Science and Engineering (Twin Cities campus)—requests approval to create a graduate Minor in Financial Mathematics, effective fall 2023. The graduate minor exposes students to the interdisciplinary field of quantitative finance. The courses in the program feature a blend of theory and practice, covering topics in mathematics, statistics, data science, machine learning, and modeling and programming in the context of finance and financial risk management. Courses are taught by practitioners and develop skills that are attractive for employment in the broad area of quantitative finance. The financial industry is becoming increasingly quantitative and technical, and the unique combination of technical and mathematical capabilities, knowledge of the finance domain, and practical experience that courses in financial mathematics can provide is particularly attractive to employers. Financial mathematics courses are not currently offered to students outside of the major program. The minor will open the courses to students in other

1

programs and will be a useful supplement to their graduate major. Existing courses and resources will be used for the minor and it will be delivered in a primarily in-person/classroom format.

Medical School (Twin Cities campus)—requests approval to create a Mastery in General Surgery Fellowship Program, effective summer 2023. The one-year fellowship program focuses on training the next generation of general surgeons. It will increase readiness for graduates to enter practice and provide opportunities for independence and exposure to a wide variety of cases. The creation of this fellowship is in response to recent trends in surgical education. Opportunities for autonomy and independent decision-making in residency have lessened due to regulatory changes and exposure to general surgeons during residency has become increasingly limited. The program will include three phases: an introductory phase (12 weeks) to assess medical knowledge and patient care skills; a supervised instructional phase (approximately 26 weeks) which will provide progressive independence and assessment of decision-making and judgment and assess competency in a broad array of general surgery areas (e.g. endoscopy, minimal invasive surgery, breast surgery, GI surgery, emergency surgery); and a third phase (3–6 months) that will offer independent clinic and operational experience. The fellowship uses a financially self-supported model through billing for services as a fully credentialed and privileged fellow at the assigned training hospitals. Any additional support or resources needed will be provided through the Department of Surgery.

College of Education and Human Professions (Duluth campus)—requests approval to create a Bachelor of Applied Science (BASc) in Health and Physical Education, effective fall 2023. The BASc in Health and Physical Education is for students preparing for teacher licensure in health education (5–12) and physical education (K–12). The major aligns with the Professional Educator Licensing and Standards Board (PELSB) standards for Health Education in grades 5–12 and Physical Education in grades K–12 in Minnesota. The program is taught using the Learner-Sensitive Educator Model, supporting preferences of collaboration, reflection, empowerment, social justice, and technology. The degree program develops subject matter expertise of prospective teachers through a sequential set of courses in both health education and physical education. Courses are open only to majors, allowing faculty to focus on the specific needs and learning objectives of the health and physical education majors. A school health educator improves the health literacy and health behaviors of young people through education about health and wellness topics such as exercise, nutrition, personal growth, community health, emotional health, sexual education, and safety. The proposed major, which would be the only one in the system offering this dual licensure, makes use of existing courses and resources, and will be delivered in an in-person/classroom format.

Labovitz School of Business and Economics (Duluth campus)—requests approval to create a Bachelor of Business Administration (BBA) in Risk Management and Insurance (RMI), effective fall 2023. The BBA-RMI major is designed to prepare students for industry careers, and is among the first of its kind at the undergraduate level in which the degree program is designed in collaboration with professionals in the insurance industry. There is currently a high level of demand in the U.S. market for graduates who have insurance background and risk management

2

skills. The program offers students a blend of core finance and risk management principles with specialized knowledge of the insurance industry. Students will demonstrate competency in the core areas of insurance operations and business; communicate ideas effectively in written and oral forms; acquire quantitative analysis skills that can be used in managerial decision-making; learn to work effectively as part of a team; and demonstrate appreciation of ethical and global issues in managerial decision-making. These outcomes will be assessed through exams, in-class research presentations, in-depth case analysis, and other assessment methods. The program will make use of existing courses and resources and will be delivered in majority in-person/classroom modality.

Swenson College of Science and Engineering (Duluth campus)—requests approval to create an undergraduate Certificate in Project Management, effective fall 2023. The Certificate is intended to train students in engineering programs (Chemical, Civil, Electrical, Industrial, Mechanical, and Physics) and will provide the fundamentals of managing the complexity of modern projects. Students will attain the skills to participate in and lead various aspects of construction- or operations-related projects, from initial development and budgeting to progress reporting and project closure. Along with project management tools, they will learn the elements of working in and leading teams and organizations. The program will make use of existing courses and resources and will be delivered in majority in-person/classroom modality.

Medical School (Duluth campus)—requests approval to create a Master of Science degree in Biomedical Sciences, effective fall 2023. The Biomedical Sciences MS (BSMS) degree is designed for students interested in professional health careers or biomedical research who desire additional training, mentoring, and advising to strengthen their academic and professional credentials for admission to health professional or graduate schools, or for entry in the biomedical workforce. The mission of the program is to recruit and train diverse graduates who will enrich the region with their newly gained expertise. Recruitment efforts will focus on students from pre-med, STEM, and behavioral sciences disciplines who are: 1) Indigenous, 2) rural low income, or 3) other BIPOC/underrepresented in medicine. The program is designed with two tracks, Medical or Research, and curricula are tailored for each track around the science of human physiology and disease. This content will appeal to students interested in health professions, academic careers in biomedical research, biotechnology/pharmaceutical industry, teaching health sciences, or broader science applications in business, regulatory affairs, entrepreneurship, writing, or policy. The curriculum will be delivered by experienced faculty who teach the foundational content of the Duluth Regional Medical School with a primarily in-person delivery modality. Existing resources in the University of Minnesota Medical School and Duluth Graduate School have been leveraged to support the program.

II.   **Request for Approval of Changed Academic Plans**

The College of Veterinary Medicine (Twin Cities campus)—requests approval to change the name of the Master of Science (MS) and Doctor of Philosophy (PhD) from Veterinary Medicine to Veterinary Sciences, effective fall 2024. The current name, Veterinary Medicine, is frequently confused with the professional Doctor of Veterinary Medicine (DVM) program, also

offered at the College. The change will clarify and differentiate the graduate programs (MS and PhD) from the professional program (DVM).

College of Education and Human Professions (Duluth campus)—requests approval to discontinue the Community Health Education/Promotion subplan in the Public Health Bachelor of Applied Sciences (BASc) degree, effective fall 2023. The subplan is being discontinued due to a requirement of the new accrediting body for the Public Health program (Council on Education for Public Health) that the concentration be removed from the Public Health major. The subplan has been restructured as the proposed Health and Physical Education BASc standalone major and it is anticipated to attract a wider pool of students.

III. Request to Amend Approval of a Changed Academic Plan from December 2022

Morris campus—as part of the December 2022 Consent Report, four new subplans to the Philosophy B.A. degree were approved by the Board. However, one of the subplan tracks within the B.A. degree was mistakenly listed as the Philosophy, Politics and Environment subplan when it should have been listed as the Philosophy, Politics, and Economics subplan. The Morris campus requests that the Board amend the previously approved subplan as follows:

> **Morris Campus—requests approval to add four new subplans to the Philosophy B.A. degree, effective fall 2023.** The Philosophy, Standard; Philosophy, Computer and Data Studies; Philosophy, Legal Studies; and Philosophy, Politics and ~~Environment~~ Economics are subplan tracks within the B.A. degree that will complement the philosophy curriculum major, which includes coursework in the history of philosophy, metaphysics and logic, epistemology, and values. Selection of one of the subplan tracks is required for this major.

IV. Request for Approval of Discontinued Academic Plans

College of Education and Human Professions (Duluth campus)—requests approval to discontinue the Early Childhood Studies Bachelor of Applied Sciences degree, effective summer 2023. Due to low retention levels and overall expenses, this program was planned in FY20 to be discontinued. No new admissions have occurred since fall 2020. As students progressed, courses have been discontinued and resources reallocated. A completion plan is in place for students still completing the program. Three students are anticipated to remain past the current academic year and courses will be provided to support their completion by August 2025.

College of Education and Human Professions (Duluth campus)—requests approval to discontinue the Unified Early Childhood Studies Bachelor of Applied Sciences degree, effective summer 2023. Due to low retention levels and overall expenses, this program was planned in FY20 to be discontinued. No new admissions have occurred since fall 2020. As students progressed, courses have been discontinued and resources reallocated. A completion plan is in place for students still completing the program. Three students are anticipated to remain past the current academic year and courses will be provided to support their completion by August 2025.

4

University of Minnesota Board of Regents
Mission Fulfillment Committee
February 9, 2023

Consent Report: Request to Grant Tenure to New Hires

The Executive Vice President and Provost recommends four external hires for tenure and faculty rank as outlined below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure becomes effective on the first day of that faculty member's academic appointment at the University.

Sarah Eddy, associate professor with tenure, Department of Biology Teaching & Learning, College of Biological Sciences, Twin Cities campus
Professor Eddy's research focuses on understanding how college instructors can contribute to the goal of equal participation of historically underrepresented groups in science careers. They earned their Ph.D. from Oregon State University in 2012. Currently, they are an associate professor with tenure at Florida International University.

Rosemary Erickson Johnsen, professor with tenure, Division of Business, Arts, and Education, Crookston campus
Professor Johnsen is a crime-fiction researcher with a particular interest in contemporary representations of urban spaces and the increasingly complex border between the genre and literary fiction. She earned her Ph.D. in 1997 from Michigan State University. She joins the University of Minnesota from Governors State University where she was a tenured professor.

Lynn Walker, professor with tenure, Department of Chemical Engineering and Materials Science, College of Science and Engineering, Twin Cities campus
Professor Walker is a leading rheologist in the chemical engineering community and is widely known for her work on complex fluids and surface tension phenomena in surfactant microstructures. She earned her Ph.D. in 1995 from the University of Delaware. She joins the University of Minnesota from Carnegie Mellon University where she is a tenured professor.

Hua Zhao, professor with tenure, Department of Bioproducts and Biosystems Engineering, College of Food, Agricultural, and Natural Resource Sciences, Twin Cities campus
Professor Zhao's research projects primarily focus on biocatalysis (enzymes and DNA-based hybrid catalysts) for biomass utilization, carbon dioxide capture and conversion, coal liquefaction, and biopolymer and small molecule synthesis. He earned his Ph.D. from the New Jersey Institute of Technology in 2002. Previously, he was a tenured professor at Howard University.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 9, 2023**

AGENDA ITEM: Information Items

[ ] **Review**   [ ] **Review + Action**   [ ] **Action**   [X] **Discussion**

[ ] *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

A. University, Student, Faculty, and Staff Activities and Awards
B. Agriculture and Extension Service Report
C. Minnesota P–20 Education Partnership
D. Postsecondary Planning: A Joint Report to the Minnesota Legislature
E. Regenerative Medicine Collaborative Partnership Report
F. Veterinary Diagnostic Laboratory Expenditures

A. University, Student, Faculty, and Staff Activities and Awards
This report highlights select activities among faculty, staff, and students at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University.

B. Agriculture and Extension Service Report
This report is prepared by the Agricultural Experimentation Station, Extension, the College of Food, Agricultural and Natural Resource Sciences, and the College of Veterinary Medicine. It is submitted as required under 2019 Minn. Laws Chap. 64 Art. 1 Sec. 4 Subd. 4(a)(5).

C. Minnesota P–20 Education Partnership
This report is prepared by Robert B. McMaster, Vice Provost and Dean of Undergraduate Education, University of Minnesota, Twin Cities, and Chair, Minnesota P–20 Education Partnership. It is submitted as required by Minnesota Statute, Section 127A.70.

D. Postsecondary Planning: A Joint Report to the Minnesota Legislature
This report is prepared by the Office of the Executive Vice President and Provost and the Minnesota State Office of the Senior Vice Chancellor for Academic and Student Affairs. It is submitted as required by 2001 Minn. Laws 1st Sp. Sess. Chap. 1 Art. 1 Sec. 6 Subd. 1.

E. Regenerative Medicine Minnesota Legislative Report
This report is prepared by the Office of Academic Clinical Affairs with the assistance of staff in the Office Sponsored Financial Reporting at the University of Minnesota and Deloitte & Touche, LLP. It is submitted as required under 2014 Minn. Laws Chap. 312 Art. 1 Sec. 4 Subd. 2.

F. Veterinary Diagnostic Laboratory Expenditures

This report is prepared by the College of Veterinary Medicine. It is submitted as required under 2022 Minn. Laws Chap. 95 Art. 3 Sec. 4.

University of Minnesota Board of Regents
Mission Fulfillment Committee
February 9, 2023

Information Report: Report of University Faculty, Staff, and
Student Activities and Awards

University Highlights

The [College of Continuing and Professional Studies recently received a $32.5 million unrestricted gift from CCAPS alumna Karin L. Larson](). CCAPS has used this gift, the largest it has ever received, to establish an endowment.

The Minnesota Landscape Arboretum's "Farm at the Arb Apprenticeship Program" is one of 43 recipients of an award through the [USDA's Produce Prescription Program](). The $500,000 grant will support the VeggieRx project, which provides fresh produce to underserved and/or food-insecure community members in Scott and Carver counties over the next three years.

The [College of Pharmacy has been awarded a $6.5 million contract]() by the Eunice Kennedy Shriver National Institute of Child Health and Human Development's Contraceptive Development Program. The goal is to develop reliable, reversible, affordable, and safe contraceptive drugs available to the American public.

Faculty and Staff Awards and Activities

Aamina Ahmad, assistant professor in the College of Liberal Arts on the Twin Cities campus, [won the Best First Novel prize by the Writers Guild of Great Britain with her debut novel *The Return of Faraz Ali*]().

Steve Burks, professor of economics and management on the Morris campus, was [appointed to the Impacts of Alternative Compensation Methods on Truck Driver Retention and Safety Performance Committee](). This committee is sponsored by the US Department of Transportation.

Fifty-seven M Health Fairview doctors representing over a dozen specialties were recognized as "[Top Doctors for Women]()" by *Minnesota Monthly*.

Faith Miller, associate professor, and Amanda Sullivan, professor, both in the College of Education and Human Development on the Twin Cities campus, have been [awarded a $5.9 million mental health demonstration grant from the U.S. Department of Education](). They will partner with Minneapolis Public Schools and South St. Paul School District to build capacity to support P–12 student mental health.

Manka Nkimbeng, assistant professor in the School of Public Health (SPH) on the Twin Cities campus, has [received a five-year career development NIH grant]() to focus on immigrant health. Nkimbeng and SPH researchers will use the grant to develop a dementia education program culturally tailored to Black immigrant older adults with dementia and their caregivers.

Jodi Dworkin, professor and extension specialist in the College of Education and Human Development on the Twin Cities campus, was [presented with a prestigious fellow status by the National Council on Family]()

Relations. Dworkin has made exceptional contributions to Family Social Science as a scholar, educator, and leader.

Siobhan McMahon, associate professor in the School of Nursing on the Twin Cities campus, was named a Distinguished Educator by the National Hartford Center of Gerontological Nursing Excellence. The designation recognizes educators who have the knowledge and skills needed to provide excellent care to older adults and the competence to engage all learners and inspire positive attitudes toward older people.

Jisu Huh, professor in the College of Liberal Arts on the Twin Cities campus, along with Wonsun Shin of the University of Melbourne, was selected by Meta for its 2022 People's Expectations and Experiences with Digital Privacy Grant program. Out of 136 proposals from around the world, Huh and Shin were one of just five teams to be chosen for their project, "Privacy and trust equilibrium of personalized social media ad acceptance." The program is in support of Meta's efforts to understand and build privacy-centric products, inform robust data policies, and advance internal privacy programs and practices.

Damien Fair, professor in the Institute of Child Development and co-director for the Masonic Institute for the Developing Brain on the Twin Cities campus, received the Eva King Killiam Research Award from the American College of Neuropsychopharmacology. The award is presented annually to an early career researcher on the basis of outstanding translational research contributions to neuropsychopharmacology.

Courtney Roberts, assistant professor in the College of Science and Engineering on the Twin Cities campus, leads The Roberts Group which has been awarded a five-year Maximizing Investigators' Research Award from the National Institutes of Health for its continuing catalysis research in the area of aryne difunctionalization reactivity, which has important applications in the pharmaceutical industry.

Student Awards & Activities

A team of University students has won the Interprofessional Geriatric Case Competition. The competition, sponsored by the Minnesota Northstar Geratric Workforce Enhancement Program, is a unique opportunity to develop interprofessional collaboration skills by creating an individualized plan of care for a simulated medically complex older adult. Team members included Priya Periakaruppan (student in the School of Pharmacy), Erin Hillegonds (occupational therapy student in the Center for Allied Health Programs), and Sara Abbas (physician associate student on the Rochester campus), with mentor Heather Fergusen, MSW.

Agriculture Research and Extension

Minnesota Agricultural Experiment Station | Extension | College of Food, Agricultural and Natural Resource Sciences | College of Veterinary Medicine

UNIVERSITY OF MINNESOTA
Driven to Discover℠

Ag State Special Funding: $42,923,800
FY22 Distribution

EXT $15.8M
36.9%

VETMED $1.3M
3.1%

CBS $.4M
0.8%

CEHD $1M
2.3%

DESIGN $.5M
1.1%

AES $2.1M
5.0%

CFANS $21.8M
50.8%

2
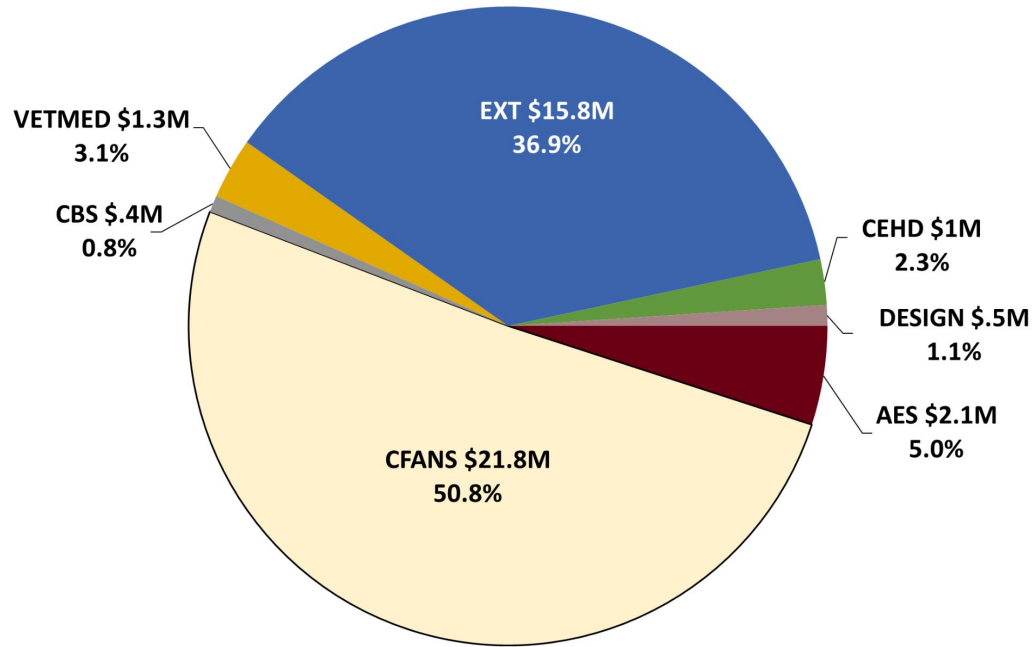
Ag State Special MAES and O&M Funding
(Does not include Extension funding)

Ag State Special and Operations & Maintenance Appropriation
Fiscal Years 2010 - 2023
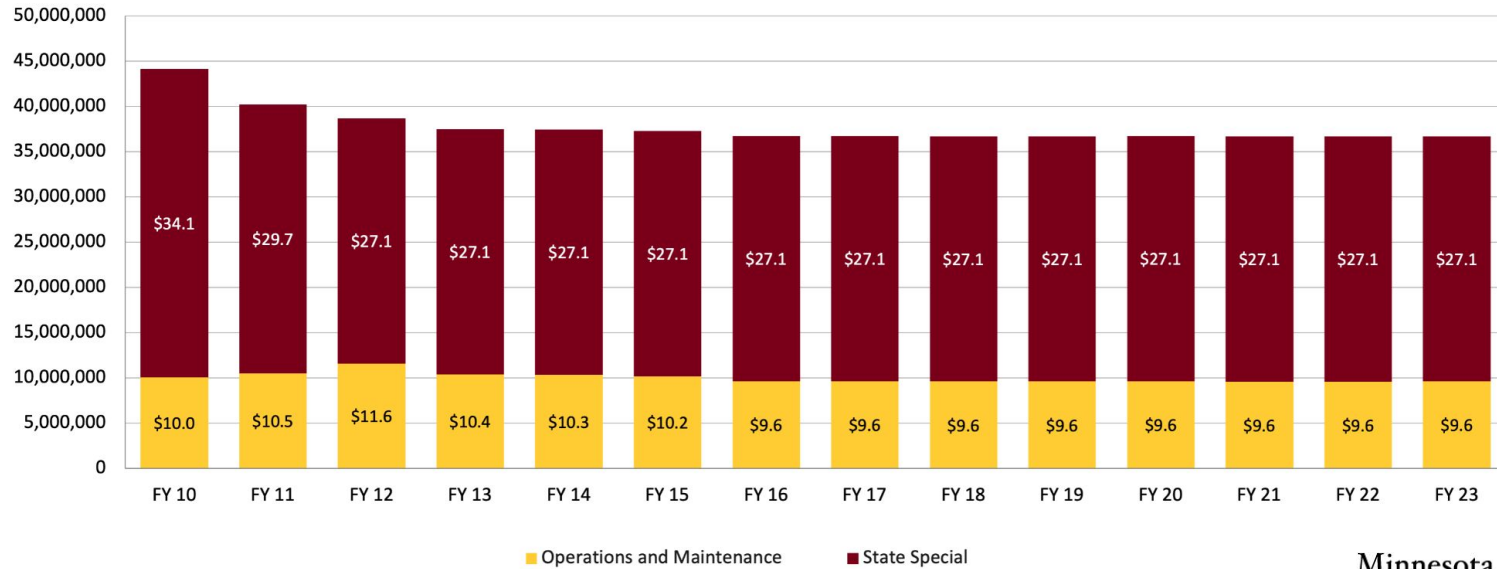
Minnesota Agricultural Experiment Station

Minnesota Agricultural Experiment Station manages the distribution and use of federal and state research funds with a focus on production, harvesting, processing, quality and marketing of food and agricultural products and forests and forest products. The goals of these efforts are to improve human nutrition, family and community life, rural and urban vitality, economic growth and development, and environmental quality.

Partner colleges

MAES funds scientists who work in five different University of Minnesota colleges:

- College of Food, Agricultural and Natural Resource Sciences
- College of Veterinary Medicine
- College of Biological Sciences
- College of Education and Human Development
- College of Design

Funding sources

MAES uses federal and state funds to support cross-disciplinary research and respond to emerging issues. These funds provide critical support for staff, equipment and facilities that allow MAES researchers to start innovative projects and leverage and match other external funding sources.

Federal funding sources:
- Hatch
- Hatch Multistate
- Animal Health
- McIntire-Stennis

State funding sources:
- Agriculture State Special
- Rapid Agricultural Response Fund
- Small Grains Initiative

RESEARCH BY THE NUMBERS

300+ active USDA-approved research projects

230+ researchers with MAES projects

$7.5M in federal capacity funds in FY22

Federal FY23 Funding
allocation amounts

- 10.1% McIntire-Stennis
- 1.2% Animal Health
- 17.5% Hatch Multistate
- 71.3% Hatch
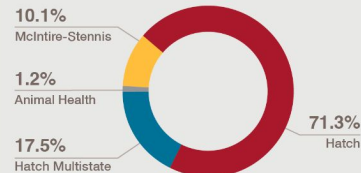
College of Food, Agricultural and Natural Resource Sciences 2021-22 Resources: $160.6 million
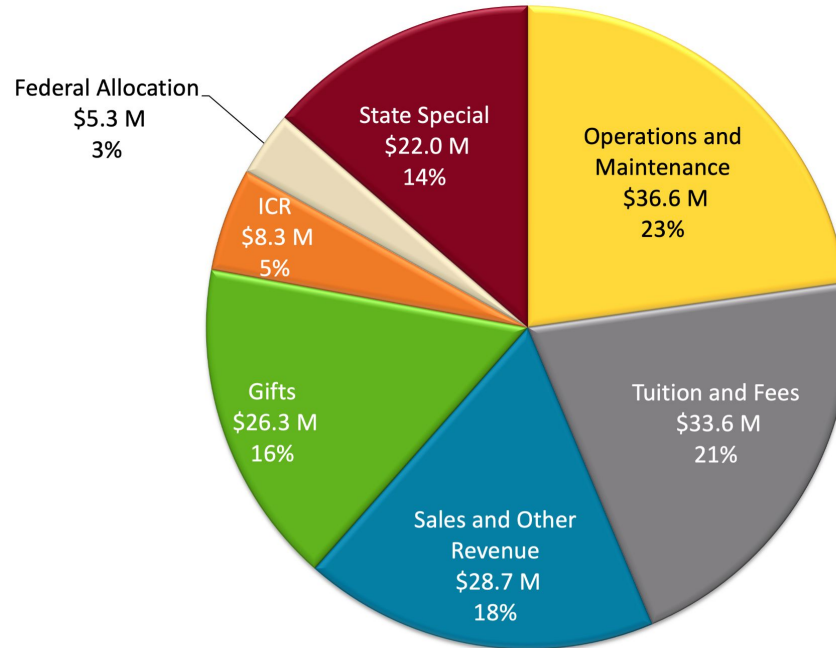
Federal Allocation
$5.3 M
3%

State Special
$22.0 M
14%

Operations and Maintenance
$36.6 M
23%

ICR
$8.3 M
5%

Tuition and Fees
$33.6 M
21%

Gifts
$26.3 M
16%

Sales and Other Revenue
$28.7 M
18%

CFANS
COLLEGE OF FOOD, AGRICULTURAL
AND NATURAL RESOURCE SCIENCES

UNIVERSITY OF MINNESOTA
Driven to Discover℠

5

College of Food, Agricultural and Natural Resource Sciences Resource Trends (millions)
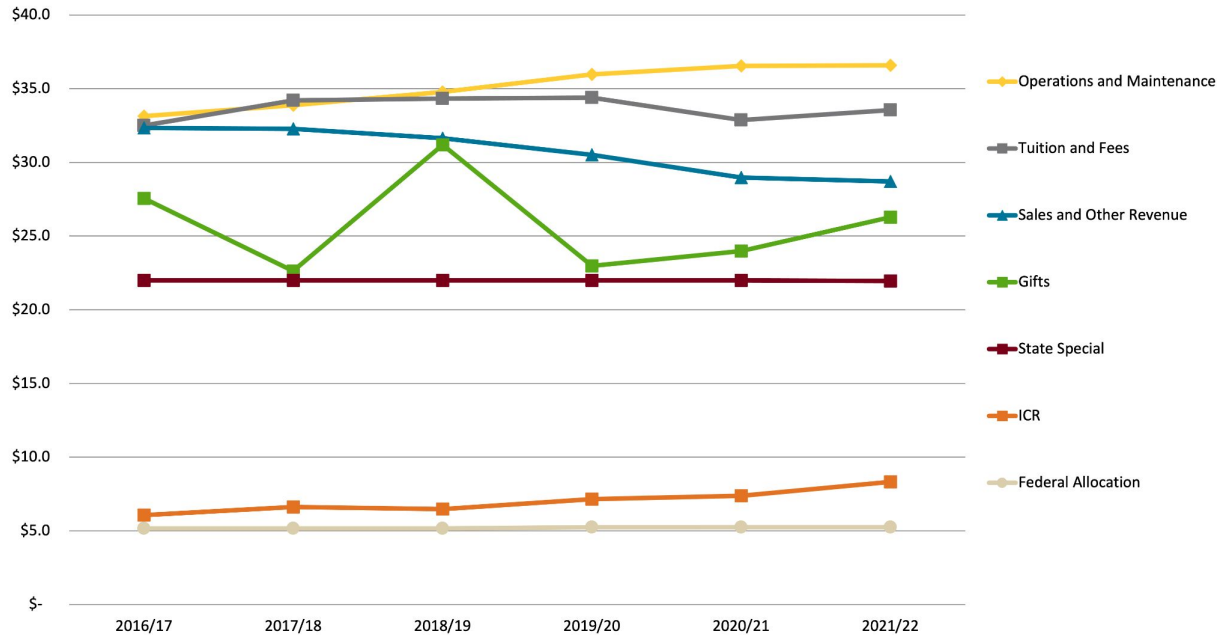
College of Food, Agricultural and Natural Resource Sciences State Funding Trends (millions)

Stacked bar chart showing state funding trends. State Special (dark red) constant at $22.0 for all years. Operations and Maintenance (yellow): 2016/17 = $33.1, 2017/18 = $33.9, 2018/19 = $34.8, 2019/20 = $36.0, 2020/21 = $36.6, 2021/22 = $36.6.

■ State Special ■ Operations and Maintenance
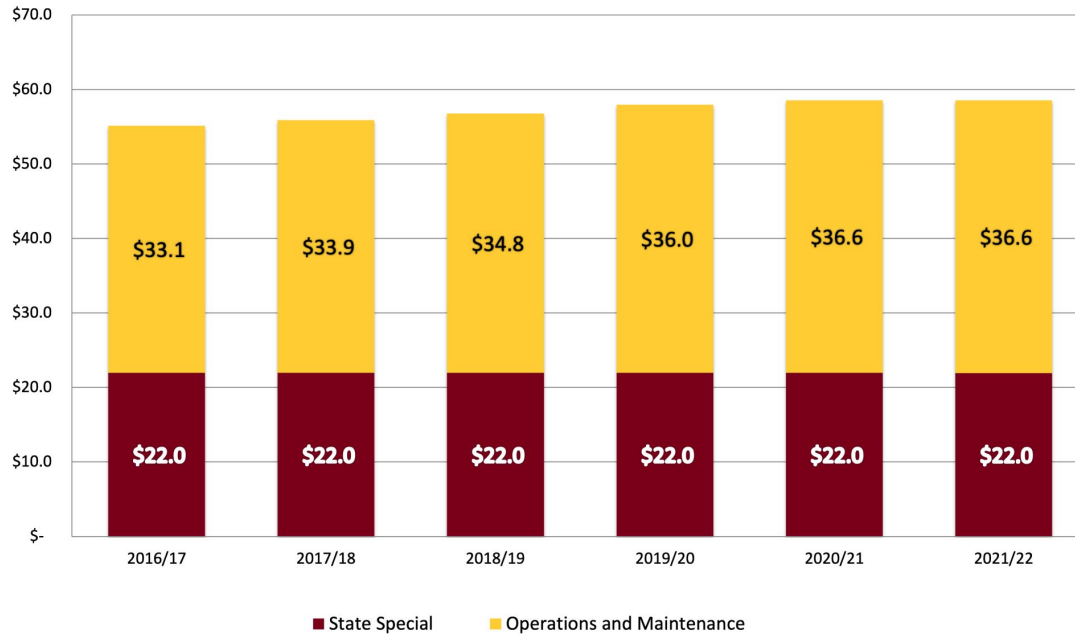
CFANS

Where **science drives** a **sustainable** future

Grand Challenge research and education investments

- Food security, agricultural productivity
- Invasive species and biodiversity/pest and disease dynamics
- Renewable energy and climate adaption
- Water resources and uses
- Forestry
- Precision agriculture
- Educating future leaders in applied science and technology for agriculture, food and natural resource sciences

7 continents
on which CFANS scientists connect Minnesota with research and business opportunities

27 programs
14 undergraduate and 13 graduate programs in disciplines involving food, agricultural, and natural resource sciences

660 degrees
awarded to undergraduates and graduates by CFANS in 2021–22 to help fill critical needs in Minnesota's agriculture, food, and natural resource workforce

10 research and outreach centers
across Minnesota

People
Fall 2022

1,765	Undergraduates
553	Graduate Students
232	Faculty
854	Staff
30,456	Alumni

With a legacy of bringing discoveries to life through science, **CFANS educates the next generation of leaders to anticipate and adapt to a changing state and world,** and solves the real challenges of nourishing people while enriching the environments in which we live. We are able to do this through the support of alliances with agricultural and natural resource partners.

$5 million state investment in agricultural productivity to hire new scientists and technicians to work in seven key areas through the Agricultural Research, Education, Extension and Technology Transfer (AGREETT) program.

1. Crop and livestock productivity
2. Microbial science
3. Water quality and climate resilience
4. Agricultural technology and decision-making
5. Nutrient recycling and management
6. Agro-ecological innovation
7. Technologies for managing pest resistance and climate adaption

Undergraduate Hometowns

71 Minnesota counties represented in the 2022-23 undergraduate population

- 68% State of Minnesota
- 14% Wisconsin
- 13% Other States
- 5% International
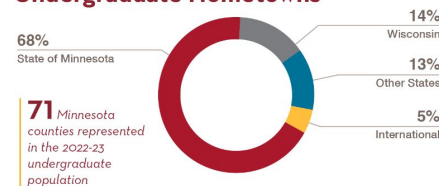
Sponsored grant awards received

Total 2021–22: **$94,434,210**

Funding Source	Percent	Amount
Associations	7%	$6,544,002
Business and Industry	3%	$3,199,421
Foundations	2%	$1,465,069
State of Minnesota	26%	$24,490,181
USDA	41%	$38,973,292
USDI	3%	$2,660,569
USDOE	3%	$3,211,687
NSF	2%	$1,508,304
NIH	2%	$1,463,924
Other Universities	7%	$6,649,653
Federal and Other Government Agencies	5%	$4,268,108
Total	**100%**	**$94,434,210**
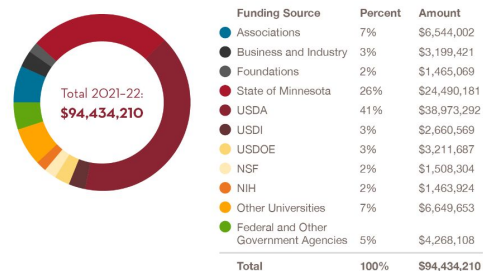
Sponsored grant awards leverage state funding
Sponsored Grant Award Projects **$94,434,210** *adds to* + State Special Funding **$21,953,054**

88%
of CFANS students complete an internship in their major*
*Data from 2019-20

$3.2 million
in CFANS scholarships are awarded to undergraduate students each year

89%
of CFANS graduates are employed or continuing their education within 6 months of graduation
*Data from 2019-20

Federal funding
is used to support science-based responses to emerging issues

- Global food security and hunger
- Sustainable energy
- Forestry and natural resources
- Food safety and nutrition
- Strong rural communities

CFANS RESEARCH

FY22 YEAR IN REVIEW

TOTAL SPONSORED PROJECT AWARDS

CFANS received **$95,050,541** in sponsored project awards in FY22.

Year	Amount
FY18	63.2
FY19	67.3
FY20	74.4
FY21	62.5
FY22	95.1

The College of Food, Agricultural and Natural Resource Sciences (CFANS) is **a national leader in innovative scientific discovery**. The work of its talented researchers cultivates breakthrough solutions to today's greatest challenges, all with an exemplary commitment to diverse views and research ethics.

AWARDS AND SUBMISSIONS

171 Distinct funders provided funding for CFANS researchers in FY22

488
Sponsored project awards received by CFANS in FY22

651 New sponsored project proposals submitted by CFANS in FY22

FUNDING SOURCES
Percentage by dollar amount

Funding for CFANS' cutting-edge research comes **from partners of all sizes and specialties.**

- NSF 2%
- NIH 2%
- Other Federal Agencies 8%
- State of Minnesota 26%
- Other Non-Federal Government 2%
- Associations 7%
- Business & Industry 1%
- Colleges & Universities 7%
- Foundations 2%
- Other Private Sources 2%
- USDA 41%

INTELLECTUAL PROPERTY

CFANS propels UMN discoveries. The University is in the **top 10 for technology transfer** and **2nd in the Big Ten for "innovation impact."**

2 new startups launched in FY22

16® trademarks and patents issued in FY22

13 new startups launched in past five years

72 trademarks and patents issued in past five years

464 Active research projects at the **10 CFANS Research & Outreach Centers** in FY22

cfans.umn.edu/research

UNIVERSITY OF MINNESOTA | CFANS
COLLEGE OF FOOD, AGRICULTURAL AND NATURAL RESOURCE SCIENCES

College of Veterinary Medicine State Funding Trends

8.6% increase over 10 years

29.8% inflation over 10 years
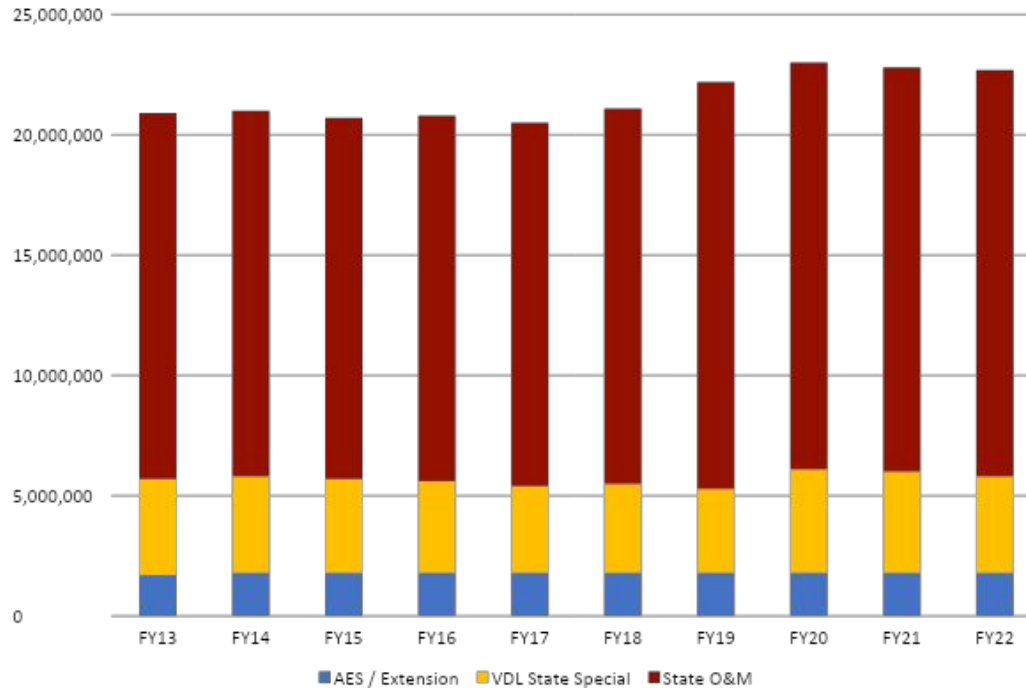
College of Veterinary Medicine FY2022 Resources - $125.3m

- Clinical & Diagnostic Income - $40.8m
- Sponsored Research - $26m
- Tuition - $21.6m
- State O&M, Diagnostic Lab/State Special, AES/Extension - $22.7m
- Other - $14.1m

ROI on state investment = $5.52

COLLEGE OF **VETERINARY MEDICINE**
UNIVERSITY OF MINNESOTA
Driven to Discover℠

College of Veterinary Medicine Resource Trends

COLLEGE OF VETERINARY MEDICINE
UNIVERSITY OF MINNESOTA

/ Snapshot 📷 2022

DVM students

1489 applicants for 105 seats in the Class of 2027
The Class of 2023 has **103 students - 53** residents / **50** non-residents
22 Veterinary Food Animal Scholars Track students

DVM students by track

- Small Animal - **58.1%**
- Mixed Animal / Interdisciplinary - **24.3%**
- Food animal - **11.4%**
- Equine - **5.2%**
- Research - **1%**

Graduate students

77 PhD students **14** Master's students

Advancements

Veterinary shortage
Our partnership with South Dakota State University will produce more veterinarians. Our long-standing VetFAST program has produced over 100 veterinarians who practice in rural areas with a focus on food animals. Meanwhile, a community medicine initiative is teaching students to work in underserved communities.
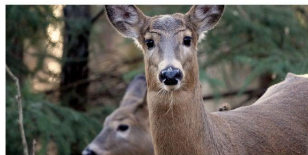
Chronic wasting disease in deer
In 2022 we created a website of information for deer farmers. Our research team has completed an evaluation of a 4-hour field test for CWD. New state funding is driving an ambitious suite of research to better understand this disease.

Responding to outbreaks
The Veterinary Diagnostic Laboratory (VDL) and The Raptor Center are on the front lines of responding to highly-pathogenic avian influenza (HPAI). The VDL performed 1 in 5 of the national HPAI tests in 2022.

Monitoring antimicrobial resistance
Our nationwide program is the first to measure how frequently small animal veterinarians prescribe antibiotics for small animals. An early finding: Re-think use of antibiotics for diarrhea in dogs.

The University of Minnesota, founded in 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.

Service

Veterinary Diagnostic Laboratory

- Official laboratory of the Minnesota Board of Animal Health
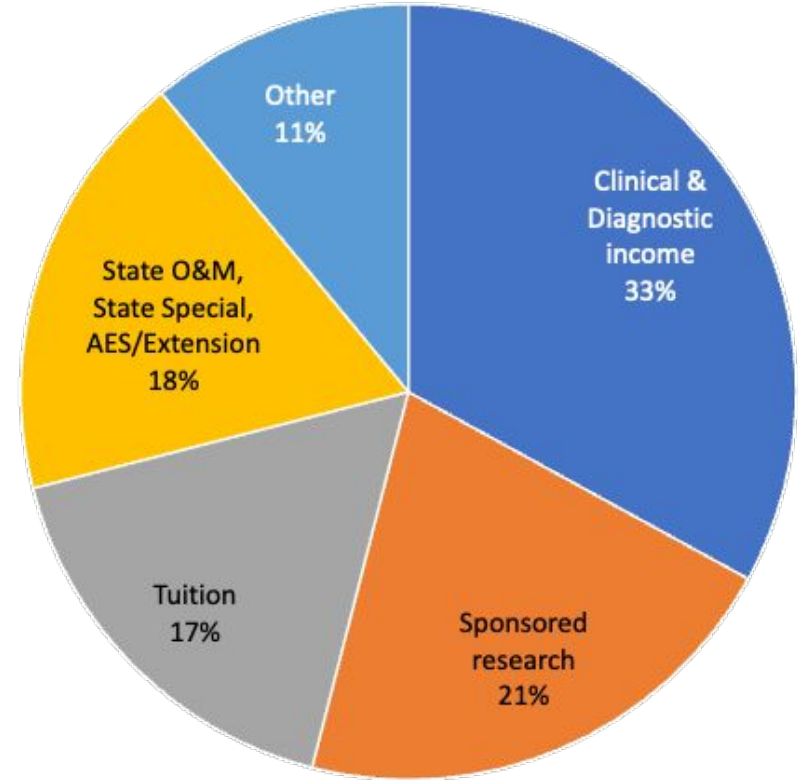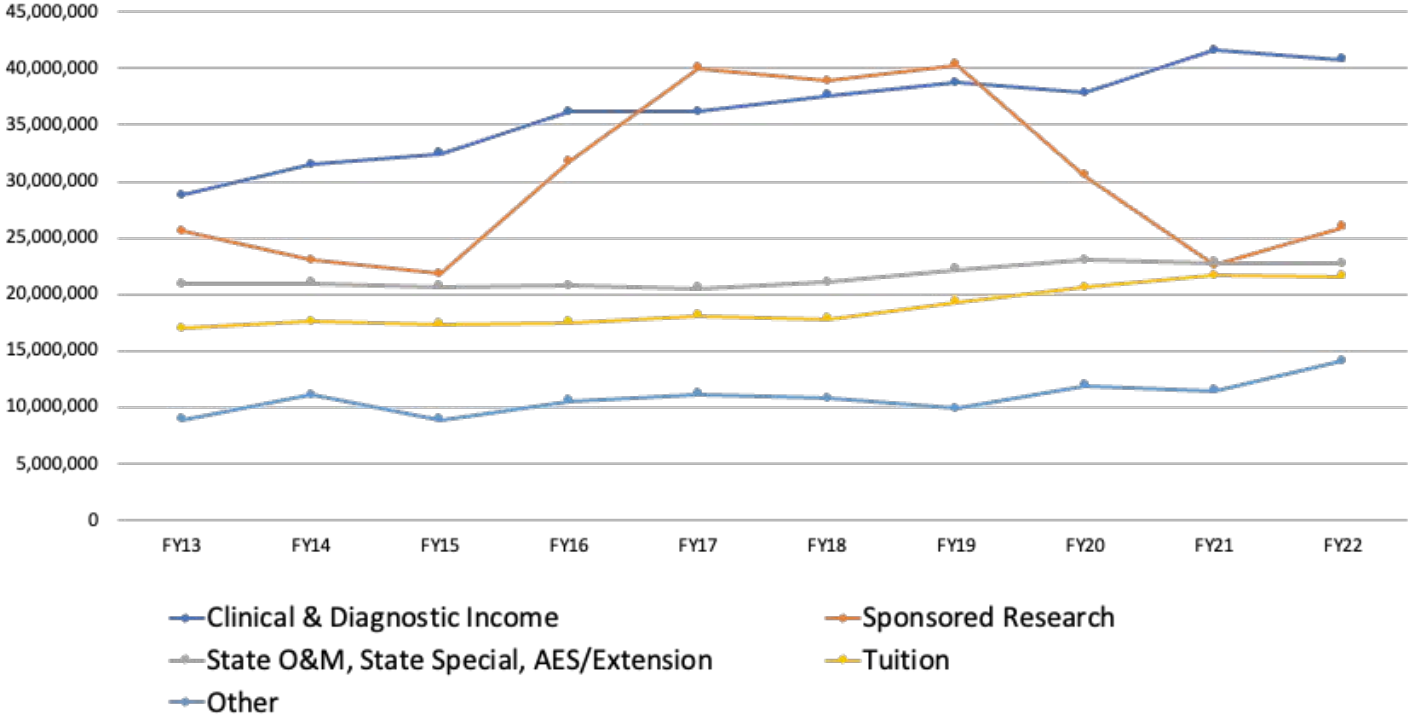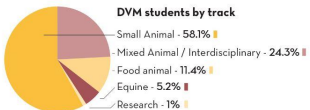- 1 million procedures completed annually
- Assisted MN Dept. of Health with COVID testing & supplies
- Performed 20% of nation's HPAI testing in 2022

Veterinary Medical Center

- Nearly 38,000 patient visits - one of the busiest veterinary teaching hospitals in the world
- 57 specialists, over 50 veterinarians, and nearly 150 technicians supporting the Upper Midwest veterinary community

The Raptor Center

- Treated its 30,000th patient in 2022 – a red-tailed hawk
- Educating thousands through virtual and in-person programs
- Training veterinarians and wildlife rehabilitators around the world in raptor medicine and humane care.
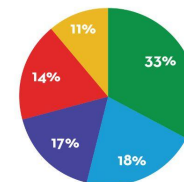
Funding

College of Veterinary Medicine Resource Trends 2014 – 2022

- Clinical & Diagnostic Income
- State O&M, State Special, AES/Extension
- Other
- Sponsored Research
- Tuition

Resources FY 2022 - $125.3m

33% · 18% · 17% · 14% · 11%

- Clinical & Diagnostic Income - **$40.8m**
- Sponsored research - **$26m**
- Tuition - **$21.6m**
- State O&M, Diagnostic Lab/State Special, AES/Extension - **$22.7m**
- Other - **$14.1m**

Extension 2022-2023 Budget: $79.3M
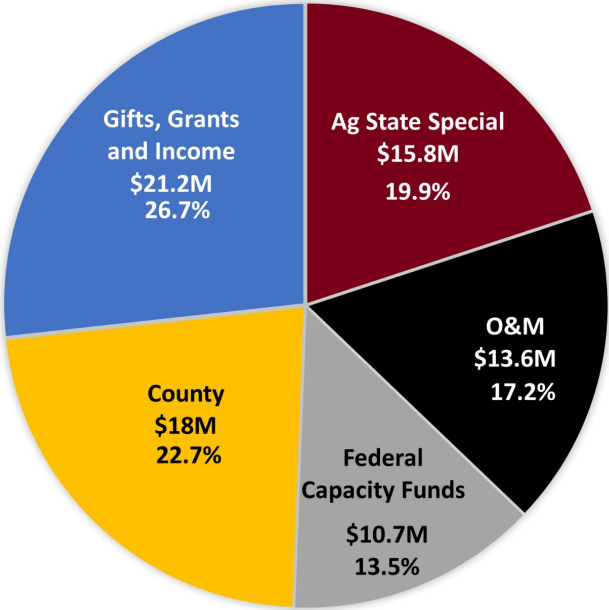
Extension Funding Trends

UNIVERSITY OF MINNESOTA
EXTENSION

Building a stronger Minnesota together

Extension plays a key role in the University of Minnesota's mission: We bring Minnesotans together to build a better future through University science-based knowledge, expertise and training.

Connecting rural, suburban, urban and tribal communities with the University of Minnesota

87 Extension is in every county. Regional offices are strategically located across the state.

65 percent of Extension faculty and staff work in Greater Minnesota.

35K+ trained volunteers multiply our reach.

Budget

Grants, gifts and other: $19 million (25%)
Individuals and organizations provide support for valuable Extension opportunities important to them.

Counties: $18 million (23%)
Investments ensure 4-H, agriculture and other Extension programs are delivered locally.
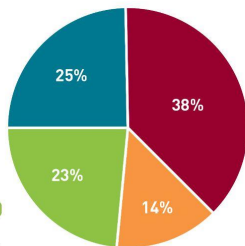
State: $29 million (38%)
Investments are leveraged through collaborations with Minnesota state agencies, including departments of agriculture, health, human services, natural resources and tourism.

Federal: $11 million (14%)
The U.S. Department of Agriculture supports wide-ranging research and Extension education.

Pie chart: 38%, 25%, 23%, 14%

MAKING A DIFFERENCE IN MINNESOTA: ENVIRONMENT + FOOD + AGRICULTURE + COMMUNITIES + FAMILIES + YOUTH

Extension is the front door to the University for many Minnesotans, providing tools to build the future they envision.

More than **1 million** people are reached annually by Extension education.

Minnesota 4-H empowers all youth to lead
822 youth in **56** counties took on Ambassador-level leadership roles, designing a statewide service project and peer learning experiences. Youth engaged in **50+** projects, performing **800+** hours of service.

Strengthening Minnesota's food and agriculture
Extension research and education improve crop yields, animal health, farm productivity and water conservation across Minnesota's **67,400** farms.

Promoting responsible lawn and garden practices
2,790 Master Gardener volunteers contributed **135,822** hours planting pollinator-friendly gardens, creating resilient landscapes and helping those who are struggling.

Creating healthier families for 60,852 people
SNAP-Ed "I Can Prevent Diabetes" telehealth received 5 years of full recognition from the National Diabetes Prevention Recognition Program, while Extension reached **3,284** rural Minnesotans coping with the opioid crisis.

Protecting natural resources, including soil, water and woodlands
2,000+ Extension Natural Resources volunteers restored public lands, managed invasive species in their communities, collected data for scientific research, and taught better land stewardship.

Delivering knowledge and training to support community leadership, economic development and tourism
132 research reports and **32** community-led groups focused on economic impacts, facilitation skills and welcoming newcomers.

UNIVERSITY OF MINNESOTA EXTENSION

The cost to prepare this UMN Agriculture Research and Extension report is $300.

MINNESOTA
P-20 EDUCATION PARTNERSHIP

Report to the Legislature
January 15, 2023

Minnesota P-20 Education Partnership
2022 Report to the Legislature

As required by Minnesota Statute, Section 127A.70

Submitted by:
Dr. Robert B. McMaster. Vice Provost and Dean of Undergraduate Education, University of Minnesota, Twin Cities, Chair, Minnesota P-20 Education Partnership.

The report was prepared by Chair McMaster with extensive support from the Education Strategy Group (a mission-driven educational policy organization that works with Pre-K-12, higher education, and workforce leaders to improve student success and advance equity), Vice Chair Dennis Olson (Commissioner of the Minnesota Office of Higher Education), Satasha Green Stephen (Senior Vice Chancellor Minnesota State), and Stephanie Burrage (Deputy Commissioner, Department of Education).

Cost of Report Preparation

The total cost of preparing this report was approximately $1,500 with most costs involving staff time to prepare the written report. The majority of this cost was covered by a grant from Joyce Foundation, which has supported the engagement of the Education Strategy Group since fall 2019, and assisted with the development of the work plans presented in this report. Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Minnesota P-20 Education Partnership
2022 Report to the Legislature
Purpose

In 2009, legislation was enacted to formally codify the Minnesota P-20 Education Partnership (formerly called the Minnesota P-16 Education Partnership). The purpose of the Partnership is to "create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources" (Minn. Stat. § 127A.70). The P-20 Education Partnership is jointly led by the commissioner of education, the chancellor (or designee) of Minnesota State, and the president (or designee) of the University of Minnesota. The chair of the partnership rotates every two years among the commissioners and the higher education leaders. Dr. Robert McMaster replaced Ron Anderson (Senior Vice Chancellor of Minnesota State) as Chair in July 2021, and will serve through June of 2023. Dennis Olson (Commissioner, Department of Higher Education) has served as vice chair during this time and will assume the role of chair in July 2023. The Partnership is required to submit an annual report to the governor and legislative leaders that summarizes the Partnership's progress in meeting its goals and that identifies the need for any draft legislation that might be needed to further its goals.

Background and Context

The current efforts by the P-20 Council started in the summer of 2019 when leaders of the P-20 Education Partnership, along with representatives from DEED, the Office of Higher Education, and the governor's office, participated in a convening of the Level UP Coalition–a collaborative of state and national partners focused on "measurably increasing the numbers of high school students prepared for and successfully transitioning to postsecondary education and training programs" (http://edstrategy.org/level-up-launch/).

This convening served as a catalyst for re-centering the work of the P-20 Education Partnership around a clear and demonstrable goal: achieving the state post-secondary attainment goal set by the Minnesota Legislature in 2015. This goal aims to increase the proportion of Minnesotans age 25-44 who have attained a postsecondary certificate, diploma, or degree to 70 percent by 2025, **within each racial/ethnic group.** This focus on disaggregated attainment rates is significant and somewhat unique and is critically important to the citizens of Minnesota as our state continues to have the largest gaps in educational outcomes in the country.

Setting the 2025 state attainment goal as its north star, the P-20 Education Partnership refocused its work and set out to strengthen and expand bridges across the P-12 education, postsecondary education, and the workforce to ensure that sectors are working together to support students through their educational and training transitions so that all Minnesotans are prepared to be lifelong learners and productive citizens.

The P-20 Education Partnership is committed to being a champion for lifelong learning - focusing on strategies across the learner lifespan, including early childhood, Pre-K-12, postsecondary, and the workforce. The Partnership has expanded the scope of its work to

intentionally and explicitly include workforce development and ensuring that credential attainment is aligned with state workforce needs and not simply chasing a numeric goal. This mission and work is grounded in equity, particularly in light of the state and the nation's recent reckoning around racial justice. During 2020-21, the P-20 Education Partnership developed the following set of equity principles as a priority for all our work:

● We commit to approaching our work from an equity, anti-racism, and unity lens.
● We recognize that we cannot achieve our goals without directly addressing systemic racism, oppression, and economic and educational inequities within our spheres of influence and impact, and we are committed to doing so.
● We will strive for educational equity (not equality), which means that we will meet learners and communities where they are and provide what they need to succeed and meet their goals.
● We commit to actively engaging with data and those whom it represents, and to safeguarding that data to ensure its ethical use.
● We commit to bringing the resources of our organizations to this work, leveraging resources across sectors and organizations.

Overview of Work Accomplished and Focus for 2022
Over the past year, the P-20 Education Partnership has continued its focus in the four areas previously identified engaged in a learning and planning process focused on better understanding activities already underway within Minnesota to support postsecondary attainment, and also on promising practices and efforts underway across the country. The basic Action Plans for the four priorities were provided in the 2022 P-20 Legislative Report. This year, we provide an update on each priority: Data Use and Capacity (DUC), Credentials of Value (COV), Financial Aid and Literacy (FAL), and Dual Credit and Exam-Based Credit (DCEC). The format of these updates is slightly different since each working group has taken a slightly different approach.

Update to Action Plans

MN P-20 Education Partnership

Credentials of Value (CoV) Work Group

During the past year, members of the Credentials of Value (CoV) Work Group participated in the Quality Postsecondary Credentials Policy Academy led by National Skills Coalition and Education Strategy Group. This work sought to develop consensus criteria to identify credentials of value across both degree and non-degree credentials, discuss the policy areas where these criteria could be applied, and understand the data needed to operationalize the criteria. The Work Group met monthly during 2022 and added members as additional stakeholders expressed interest in informing the criteria.

This work focused on two primary goals:

Goal #1: Adopt a single statewide definition of a high-quality credential across P-20 and the workforce.

Goal #2: Create a single list of all the credentials offered in the state and highlight those which meet the state's definition of high-quality and have the greatest labor market value.

Below is an overview of the CoV Work Group's progress on the two identified goals.

Goal #1: Defining quality.

The CoV Work Group developed consensus criteria, currently under review by group members, that was based on the following work:

a) Compiled existing definitions of quality credentials in use at the Office of Higher Education (OHE), Minnesota State Colleges and Universities, and the Department of Employment and Economic Development (DEED),

b) Reviewed quality definitions in use in other states,

c) Addressed the challenges of establishing quality criteria that can apply across both degree and non-degree credentials to have consistent criteria,

d) Created draft criteria focusing on the quality elements of credentials, programs, and providers, and

e) Began evaluating the draft criteria against existing programs and discussing additional stakeholders to review the criteria.

Goal #2: Implementation and use of quality definitions
The CoV Work Group discussed ways the criteria could be used to highlight quality credentials, and to qualify programs for additional resources, including but not limited to:

a) Researching available data to understand the state's capacity to identify credentials and programs that meet quality criteria, including demonstrating high labor market value,

b) Discussing the possibility of creating a process for "badging" programs that meet the state's quality definition, which would need leadership commitment and dedicated resources to operate, and

c) Leveraging the criteria to expand access to state financial aid through the State Financial Assistance for High Quality Non-Degree Credentials Initiative led by the National Skills Coalition. This effort will utilize the criteria developed by the CoV workgroup. Minnesota was selected as one of three states to participate, with Minnesota State Colleges and Universities serving as the facilitator. https://nationalskillscoalition.org/networks/state-

Additional Consideration:

The CoV Work Group reviewed and discussed the existing quality assurance work performed through state agencies, program review processes, and accreditation processes. The group recommends that implementation of quality criteria should be done in a way that avoids duplication of existing efforts.

In 2022, the Office of Higher Education (OHE) partnered with the Department of Employment and Economic Development (DEED) to expand person-level enrollment and completion data collections to all education and training programs listed on the state's Eligible Training Provider List (ETPL). This will allow for analysis of employment outcomes for more individuals attaining non-degree and/or noncredit credentials, especially those offered by non-institutional providers.

Limitations

There are several limitations to the effectiveness of this initiative.

a) Data and resource limitations may impact the ability of state agencies to implement quality criteria in a meaningful way.

b) The non-degree and/or noncredit credentials offered in the state that are not listed on the ETPL and are not in state financial aid are still not subject to data collection requirements. Therefore, employment outcomes for completers of those credentials will not be known. Expanded data partnerships would be required to collect the data needed to understand outcomes for individuals completing nondegree and/or noncredit credentials that are not listed on the ETPL and are not in state financial aid.

c) Because there is no budget to support the staffing and administration needed for the goal areas identified by the CoV Work Group, there are concerns related to the successful implementation of these goals.

CoV Work Group Members (2022 meetings):

First Name	Last Name	Affiliation
Ben	Baglio	Governor's Workforce Development Board - MN DEED
Deb	Broberg	RealTime Talent
Jennifer	Byers	Minnesota Chamber of Commerce
Julie	Dincau	Minnesota Department of Education
Meredith	Fergus	Office of Higher Education

Megan	FitzGibbon	Office of Higher Education
Scott	Godfrey	Minnesota Department of Employment and Economic Development
Brad	Hasskamp	Minnesota Department of Education
Bryan	Helminiak	University of St. Thomas
Robin	Hemenway	Saint Mary's University of Minnesota
Wanda	Jensen	Minnesota Association of Workforce Boards
Kay	Kammen	Minnesota Department of Employment and Economic Development
Katie	McClelland	Minnesota Technology Association
Jacquelynn	Mol Sletten	Office of Higher Education
Jess	Niebuhr	Minnesota State Colleges and Universities
Ingrid	Nuttall	University of Minnesota
Erin	Olson	RealTime Talent
Christen	Pentek	Minnesota Department of Employment and Economic Development
Mitchell	Radtke	Minnesota Private College Council
Steve	Rogness	Office of Higher Education
Mary	Rothchild	Minnesota State Colleges and Universities
Megan	Rozowski	Minnesota Private College Council
Bob	Rubinyi	University of Minnesota
Lauryn	Schothorst	Minnesota Chamber of Commerce
Erin	Slattengren	University of Minnesota
Dan	Solomon	Minnesota Department of Labor and Industry
Bob	Stine	University of Minnesota
Ryan	Torma	University of Minnesota
Amy	Walstein	Minnesota Business Partnership
Carrie	Wandler	Saint Mary's University of Minnesota
Jena	Zangs	University of St. Thomas
Julie	Zilka	University of St. Thomas

Dennis	Olson	Executive Committee Lead

Data Use and Capacity (DUC) Work Group

DUC 2: Build the data use capacity within the P-20 Education Partnership's member organizations, agencies, affiliates and other stakeholders in Minnesota.

1. The DUC workgroup conducted a short survey among Partnership members to identify their biggest needs for support around understanding and using data. Each organization of the P-20 Education Partnership completed the survey on data capacity.
2. The DUC workgroup analyzed the survey results to help inform Partnership discussions about the current state of data capacity of the P-20 Education Partnership organizations and the future direction for supporting data capacity.

DUC Work Group Members:

First Name	Last Name	Affiliation
Julio	Ceasar	Bloomington Public Schools
Lisa	Burton	Minnesota Department of Education
Meredith	Fergus	Office of Higher Education - primary
Nancy	Floyd	Minnesota State
Melissa	Forstie	University of Minnesota - OMS
Joe	Munnich	GenerationNext
Megan	Rozowski	Minnesota Private College Council
Jennifer	Verbrugge	Minnesota Department of Education
Satasha	Green-Stephen	Executive Committee Lead

Dual Credit and Exam-Based Credit (DCEC) Work Group

Minnesota has the nation's oldest state policy architecture supporting college in high school programs like dual enrollment and early college, beginning with the [Postsecondary Enrollment Options](#) (PSEO) program that was created in [1985](#).

For over 35 years, Minnesota's high school students have received support - either through PSEO or state investments in the [Concurrent Enrollment](#) through the [Concurrent Enrollment Grant Program](#) - to take free college courses in high school. These investments have allowed [thousands](#) of Minnesota high school students every year to get a jumpstart on college.

But in recent years, attention has turned towards disparities in access to college in high school programs as a serious concern for policymakers. Particularly given the impacts of the COVID-19 pandemic, policymakers are seeking research-backed interventions that will increase students' ability to access college and succeed in college. Dual enrollment is one such intervention, with a [lengthy research record](#) showing its benefits for many students. However, nationwide and in Minnesota, there are [significant access gaps](#) that need to be addressed.

One of the key challenges that has been identified is the way that Minnesota funds its dual enrollment programs,and specifically how it funds PSEO. In May 2021, the Minnesota P-20 Education Partnership applied to the College in High School Alliance (CHSA) for technical assistance to explore how the existing funding system for Minnesota's dual enrollment programs was creating or exacerbating access gaps, and work with key stakeholders to develop proposals on how to solve identified challenges.

Since late 2021, CHSA has been working with the Minnesota P-20 Education Partnership, and in particular with the Minnesota State Colleges & Universities, the Minnesota Department of Education, Minnesota Office of Higher Education, and the University of Minnesota System to conduct a comprehensive series of listening sessions to understand the impact that Minnesota's dual enrollment funding system is having on program access and success, and to develop a series of principles for reform and specific recommendations to advance to the legislature that would begin to address identified challenges.

The working group believes that any changes to Minnesota's funding system for dual enrollment should be guided by the following five principles:

1. Minnesota's dual enrollment funding system is tuition-free for students and should remain that way.
2. Any potential changes to the way Minnesota funds its dual enrollment programs should be student-centered and designed to use available resources to promote students' best interests as the top priority.
3. All Minnesota high school students who choose to participate, and who have received appropriate advising on postsecondary and career choices to inform their course selections, should be able to access dual enrollment courses.
4. Reforms to Minnesota's dual enrollment funding system should be intentionally designed with equity at their core, specifically seeking to expand access and success in dual enrollment at high schools with very low or no availability of dual enrollment, particularly among students of color, students whose families are low income, and students with disabilities.

5. Dual enrollment programs in Minnesota should operate as true, collaborative partnerships with shared responsibilities between high schools, institutions of higher education, and community partners. The state's funding system should not stand as an impediment to developing that close collaboration.

Components of a Well-Functioning Dual Enrollment Funding System in Minnesota

Aligned to those principles and reflecting on the feedback received from the listening sessions we have conducted, we believe that the following are components of a well-functioning dual enrollment funding system in Minnesota.

1. **Create More Structured Pathways for Student Learning** - Students should be encouraged to participate in pathways or sequences of courses, including career pathways, that have been vetted for transferability and applicability to various postsecondary degree or credential alternatives for those students.
2. **High Quality Advising and Supports for Students** - To maximize the state's investment in these programs, all students should receive high quality advising about dual enrollment course selection to align those selections to the student's postsecondary and career goals.
3. **Sufficient Funding to Support Student Access and Success** - Sufficient funding should be provided to both the second and postsecondary systems to ensure that all students who want to access dual enrollment programs in Minnesota, either through PSEO or Concurrent Enrollment, are able to do so.
4. **Eliminate Incentives to Gatekeep Student Participation in PSEO** - Current incentives that encourage high schools to obscure or deny students the ability to take PSEO courses should be eliminated, so that only whether the student can benefit from participating in those courses is salient to the decision making about whether to let them participate. Incentivize secondary-postsecondary partnerships that are driven by providing on-ramps that are intentionally designed to support equitable access and outcomes for students.
5. **Fund Appropriate Partnership Roles Played by High Schools and Colleges** - In any well-functioning dual enrollment partnership, both the high school and the college has a role to play to support student success. Minnesota's dual enrollment funding system should recognize this role, and fund both partners according to what their contribution should be to an authentic high school/college partnership.
6. **Robust Data Collection and Reporting** - More robust data collection and reporting of dual enrollment access and outcomes that allow for disaggregation by race, income, gender, and localized data to see by region or district type (large, small, rural, etc.) to identify often-masked gaps. This can support local data-informed decision making - including for students participating in programs under the PSEO by contract model - is essential to calibrate policies properly to maximize student benefits.
7. **Eliminate Binary Distinction Between PSEO and Concurrent Enrollment** - Student selections around what kind of dual enrollment to take should be based on what is in the best interests of the students, and not set up as an either/or proposition that has different benefits to different

system actors depending on that student's selection. Encourage secondary-postsecondary partnerships that are driven by providing on-ramps that are intentionally designed to support equitable access and outcomes.

8. **Eliminate Non-Tuition Course Costs** - To promote equitable access to these programs, they need to be not only tuition free, but truly cost free for students. This includes eliminating non-tuition course costs such as books, fees, transportation, and other cost factors that may limit student participation.

DCEC Work Group Members:

First Name	Last Name	Affiliation
Krista	Kaput	Ed Allies (until 12/32)
Andrea	Roethke	Ed Allies
Amy	Walstien	Minnesota Business Partnership
Deb	Henton	Minnesota Association of School Administrators
Sally	Reynolds	Minnesota Department of Education
Beth	Barsness	Minnesota Department of Education
Paula	Palmer	Minnesota Department of Education
Nichol	Sutton	Minnesota Department of Education (Chair's Assistant)
Jon	Peterson	Minnesota Education Equity Partnership
Bob	Indihar	Minnesota Rural Education Association
Jessica	Espinosa	Minnesota State
Adam	Lowe	ESG - SUPPORT
Stephanie	Burrage	Executive Committee Lead

Financial Aid and Literacy (FAL) Work Group

The Financial Aid and Literacy (FAL) Work Group is committed to approaching our work from an equity, anti-racism lens with a focus on collaboration and partnership in raising awareness around financial aid and literacy. The work group is mindful of the equity challenges that exist, particularly for those who are black, indigenous, people of color, first-generation students, and others who are challenged with access and affordability of postsecondary education. The FAL

Work Group utilized the equity principles developed by the P-20 Education Partnership as documented in the 2022 Legislative Report.

During the past year, the Financial Aid and Literacy (FAL) Work Group has met monthly to focus on two primary goals documented in the January 2022 legislative report:

Goal #1: Develop a joint Minnesota Department of Education (MDE) and Office of Higher Education (OHE) communications campaign geared towards students and families to raise awareness of the long-term value of postsecondary education and training for promoting economic opportunity, as well as on the myriad options for accessing and affording them.

Goal #2: Establish a Financial Wellness Council composed of subject-matter experts across K-12 and postsecondary educational institutions and host an annual convening (Minnesota Financial Aid and Literacy Summit) to discuss best practices and report progress among financial wellness experts in planning for college and financial stability. Ideas include sharing information on planning for paying for college, informing families and students on college costs, and gaining a better understanding of what key information is not being well communicated and the best way to get information to families and students about postsecondary and career planning.

Below is an overview of the FAL Work Group's progress on the two identified goals.

Goal #1: The FAL Work Group discussed how to move forward with the goal set last year to develop a joint MDE-OHE communications campaign. Below are the results of these discussions:

a) Explored ideas for the core messages for this campaign including messages that address misinformation and questions about the postsecondary education and training options, search, application, acceptance, and financial aid processes. We plan to create simple and positive messages that promote the opportunities for access and affordability for all who are interested in pursuing postsecondary education and training.

b) Explored ideas for a campaign that dispels misinformation about the value of postsecondary education and addresses the short- and long-term value of postsecondary education and training.

c) Explored possible target audiences for this communications campaign including youth in middle school and high school and their families, as well as targeted cohorts and groups including Title 1 schools.

d) Identified various dissemination channels to reach the target audiences including social media, videos, and newsletters.

e) Identified key staff from OHE and MDE to lead the creation of the campaign, as well as various external partners from the K-12 and higher education systems and other

key community partners to further disseminate messages and provide direct support to students and families.

Goal #2: The FAL Work Group developed the start of a work plan to create a community of practice and to host a statewide assembly. Below is the preliminary plan that has been drafted:

a) Create a statewide community of practice consisting of financial wellness professionals from K-12, higher education, and community partners to elevate common challenges and share best practices.
b) Create an email list consisting of this community of practitioners, which can be used for the sharing of information and further community-building, which will be helpful for the promotion of the annual assembly of the group.
c) Host an assembly to learn and share best practices, create networking opportunities with colleagues, and report progress among financial wellness experts. An initial plan is underway with a goal of a fall 2023 assembly.

Additional Consideration:

In last year's report, the P-20 Financial Aid and Literacy Work Group noted that they fully support increases in the Minnesota State Grant program and encouraged the Minnesota Office of Higher Education to make this a high priority in the OHE legislative request. Given the healthy budget surplus for the biennium, and the very concerning drops in postsecondary enrollment for first-generation students, low-income students, and Black, Latino and Native American students during the COVID pandemic, we urge the legislature to make this a priority this coming session. Investing in students through the Minnesota State Grant program can help make up the ground the state has lost on postsecondary access and opportunity since 2019 by investing in the education of college students with financial need so they can pursue the education and career that aligns with their talents and interests no matter their family financial circumstances.

Limitations:

As the P-20 Educational Partnership is a public/private partnership, any successful communications campaign needs to be a joint effort between the organizations involved. It would be most efficient to recruit additional communications professionals from the partner organizations to take part in creating and implementing the campaign. This way there is buy-in from all the P-20 organizations, and it will truly be a collaborative effort. Those voices will also be important in ensuring the campaign aligns with best practices for communications campaigns as well as ensuring that the overall campaign aligns with each organization's brand/style. Getting this buy-in and participation will help ensure implementation is not solely an OHE effort, and allow the committee as a whole to

leverage the collective audience of each organization's followers, which is important for success since this campaign does not currently have a budget.

Because there is no budget to support the goals areas identified by the FAL Work Group, there are concerns related to the successful implementation of these goals. The FAL Work Group looks forward to the hiring of a P-20 Executive Director to provide vision, support, and further guidance on how to successfully move forward given this concern.

FAL Work Group Members:

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Chris	Halling	Minnesota State Colleges and Universities
Eugene	Piccolo	MN Association of Charter Schools
Megan	Rozowski	Minnesota Private College Council
Nicole	Whelan	Office of Higher Education
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Tammy	Vondrasek	Minnesota State College Southeast
Jennifer	Simon	Minneapolis Public Schools
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Mai Chue	Ozcan	Office of Higher Education
John	Burczek Dreier	University of Minnesota
Amanda	Burgess	Augsburg University
Julie	Selander	University of Minnesota, Committee Chair
Chris	George	St. Olaf College
Bob	McMaster	Executive Committee Lead

P-20 Additional Activity for 2022-23

Two other projects for 2021 included preparing a Joyce Foundation proposal to provide support for a full-time staff member (Executive Director) for P-20. With the ESG support ending at the

end of 2021, securing additional administrative support is crucial for implementing the four work plans. This proposal was submitted in January and will provide staff support starting in January or February 2023. This position would initially be housed at Minnesota State University, and later be transferred to the Minnesota Office of Higher Education.

A second activity involves discussions among the Executive Committee to formally add the Office of Higher Education to the P-20 Executive Committee. When the P-20 was established, the Office of Higher Education was not officially a cabinet-level office, but now plays an equal role to the others—University of Minnesota, Minnesota State, and the Office of Education. The Commissioner of Higher Education would enter the two-year cycle as Vice Chair and Chair of the Executive Committee.

While the work of the P-20 Education Partnership over the past 18 months has not yet led to development of formal recommendations for executive or legislative action, it is likely that such recommendations will emerge as we progress through the implementation of action steps identified in this report. Future needs identified thus far include dedicated staffing support for the P-20 Education Partnership, as well as support for the development and ongoing maintenance of a P-20 website, knowledge management system, and data dashboard or data aggregating and reporting tool. At this time, however, we will move forward with our work within the context of existing policy structures and with existing resources. The addition of an Executive Director will greatly assist the Executive Committee in pushing forward the multiple P-20 agendas.

Summary

The P20 Education Partnership is well poised to be the central forum for coordinating a more effective human capital development system in Minnesota, and we embrace both the challenges and opportunities that role presents. The P-20 set out to revive this partnership over the past few years, and we now have a clearer vision, a broader and more engaged membership (both formal members and invited guests/advisors), a set of shared values around equity, and an emerging call to collaborative action.

Appendix A

127A.70 MINNESOTA P-20 EDUCATION PARTNERSHIP

Subdivision 1. **Establishment; membership.** (a) A P-20 education partnership is established to create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources. The partnership shall consist of major statewide educational groups or constituencies or non-educational statewide organizations with a stated interest in P-20 education. The initial membership of the partnership includes the members serving on the Minnesota P-16 Education Partnership and four legislators appointed as follows:

(1) one senator from the majority party and one senator from the minority party, appointed by the Subcommittee on Committees of the Committee on Rules and Administration; and

(2) one member of the house of representatives appointed by the speaker of the house and one member appointed by the minority leader of the house of representatives.

(b) The chair of the P-16 education partnership must convene the first meeting of the P-20 partnership. Prospective members may be nominated by any partnership member and new members will be added with the approval of a two-thirds majority of the partnership. The partnership will also seek input from nonmember organizations whose expertise can help inform the partnership's work.

(c) Partnership members shall be represented by the chief executives, presidents, or other formally designated leaders of their respective organizations, or their designees. The partnership shall meet at least three times during each calendar year.

(d) The P-20 education partnership shall be the state council for the Interstate Compact on Educational Opportunity for Military Children under section 127A.85 with the commissioner or commissioner's designee serving as the compact commissioner responsible for the administration and management of the state's participation in the compact. When conducting business required under section 127A.85, the P-20 partnership shall include a representative from a military installation appointed by the adjutant general of the Minnesota National Guard.

Subd. 2. **Powers and duties; report.** (a) The partnership shall develop recommendations to the governor and the legislature designed to maximize the achievement of all P-20 students while promoting the efficient use of state resources, thereby helping the state realize the maximum value for its investment. These recommendations may include, but are not limited to, strategies, policies, or other actions focused on:

(1) improving the quality of and access to education at all points from preschool through graduate education;

(2) improving preparation for, and transitions to, postsecondary education and work;

(3) ensuring educator quality by creating rigorous standards for teacher recruitment, teacher preparation, induction and mentoring of beginning teachers, and continuous professional development for career teachers; and

(4) realigning the governance and administrative structures of early education, kindergarten through grade 12, and postsecondary systems in Minnesota.

(b) Under the direction of the P-20 Education Partnership Statewide Longitudinal Education Data System Governance Committee, the Office of Higher Education and the Departments of Education and Employment and Economic Development shall improve and expand the Statewide Longitudinal Education Data System 127A.70 2 (SLEDS) and the Early Childhood Longitudinal Data System (ECLDS) to provide policymakers, education and workforce leaders, researchers, and members of the public with data, research, and reports to:

(1) expand reporting on students' educational outcomes for diverse student populations including at-risk students, children with disabilities, English learners, and gifted students, among others, and include formative and summative evaluations based on multiple measures of child well-being, early childhood development, and student progress toward career and college readiness;

(2) evaluate the effectiveness of early care, educational, and workforce programs; and

(3) evaluate the relationships among early care, education, and workforce outcomes, consistent with section 124D.49.

To the extent possible under federal and state law, research and reports should be accessible to the public on the Internet, and disaggregated by demographic characteristics, organization or organization characteristics, and geography.

It is the intent of the legislature that the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System inform public policy and decision-making. The SLEDS governance committee and ECLDS governance committee, with assistance from staff of the Office of Higher Education, the Department of Education, and the Department of Employment and Economic Development, shall respond to legislative committee and agency requests on topics utilizing data made available through the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System as resources permit. Any analysis of or report on the data must contain only summary data.

(c) By January 15 of each year, the partnership shall submit a report to the governor and to the chairs and ranking minority members of the legislative committees and divisions with jurisdiction over P-20 education policy and finance that summarizes the partnership's progress in meeting its goals and identifies the need for any draft legislation when necessary to further the goals of the partnership to maximize student achievement while promoting efficient use of resources.

Subd. 2a. **Career pathways and technical education; key elements; stakeholder collaboration.** (a) The partnership must work with representatives of the Department of Education, the Department of Employment and Economic Development, the Department of Labor, the Professional Educator Licensing and Standards Board, the Board of School Administrators, trade associations, local and regional employers, local school boards, adult basic education program providers, postsecondary institutions, parents, other interested and affected education stakeholders, and other major statewide educational groups and constituencies to recommend to the legislature ways to identify specific policy, administrative, and statutory changes needed under sections 120B.11, 120B.125, 122A.09, 122A.14, 122A.18, and 122A.60, among other statutory provisions, to effect and, if appropriate, revise a comprehensive, effective, and publicly accountable P-20 education system premised on developing, implementing, and realizing students' individual career and college readiness plans and goals. In developing its recommendations, the partnership must consider how best to:

(1) provide students regular and frequent access to multiple qualified individuals within the school and local and regional community who have access to reliable and accurate information, resources,

and technology the students need to successfully pursue career and technical education, other postsecondary education, or work-based training options;

(2) regularly engage students in planning and continually reviewing their own career and college readiness plans and goals and in pursuing academic and applied and experiential learning that helps them realize their goals; and

(3) identify and apply valid and reliable measures of student progress and program efficacy that, among other requirements, can accommodate students' prior education-related experiences and applied and experiential learning that students acquire via contextualized projects and other recognized learning opportunities.

(b) The partnership must recommend to the commissioner of education and representatives of secondary and postsecondary institutions and programs how to organize and implement a framework of the foundational knowledge and skills and career fields, clusters, and pathways for students enrolled in a secondary school, postsecondary institution, or work-based program. The key elements of these programs of study for students pursuing postsecondary workforce training or other education must include:

(1) competency-based curricula aligned with industry expectations and skill standards;

(2) sequential course offerings that gradually build students' skills, enabling students to graduate from high school and complete postsecondary programs;

(3) flexible and segmented course and program formats to accommodate students' interests and needs;

(4) course portability to allow students to seamlessly progress in the students' education and career; and

(5) effective and sufficiently strong P-20 connections to facilitate students' uninterrupted skill building, provide students with career opportunities, and align academic credentials with opportunities for advancement in high-skill, high-wage, and high-demand occupations.

(c) Stakeholders under this paragraph must examine possibilities for redesigning teacher and school administrator licensure requirements, and make recommendations to the Professional Educator Licensing and Standards Board and the Board of School Administrators, respectively, to create specialized licenses, credentials, and other endorsement forms to increase students' participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical education programs, Montessori schools, and project and place-based learning, among other career and college ready opportunities. Consistent with the possibilities for redesigning educators' licenses, the stakeholders also must examine how to restructure staff development and training opportunities under sections 120B.125 and 122A.60 to realize the goals of this subdivision.

(d) The partnership must recommend to the Department of Education, the Department of Employment and Economic Development, and postsecondary institutions and systems how best to create a mobile, web-based hub for students and their families that centralizes existing resources on careers and employment trends and the educational pathways required to attain such careers and employment.

Subd. 3. [Repealed, 2014 c 286 art 8 s 40]

History: *2009 c 96 art 2 s 58; 2013 c 99 art 2 s 2; 2014 c 272 art 1 s 41; art 3 s 49,50; art 10 s 1; 1Sp2015 c 3 art 12 s 3; 1Sp2017 c 5 art 12 s 22; 2019 c 64 art 2 s 2.*

Appendix B
P-20 Education Partnership Member and Affiliate Roster for 2021-2022

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POSTSECONDARY PLANNING:

**A JOINT REPORT
TO THE MINNESOTA LEGISLATURE**

February 2023

Minnesota State

University of Minnesota

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Contents

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. 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 2023 Postsecondary Planning Report is the eleventh 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 20 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.

- The University of Minnesota and Minnesota State offer jointly to students and citizens throughout the state a sophisticated library and information technology resources; these joint resources are heavily used for learning and research.

Program Duplication

- There is very little duplication of programs in the metropolitan area between Minnesota State and the University of Minnesota. 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.

- Programs are monitored and evaluated for possible overlap and duplication by each system independently.

Credit Transfer

- The two systems work cooperatively to ensure effective credit transfer policies between Minnesota State and the University of Minnesota.

- Minnesota State and the University of Minnesota have established and improved cooperative inter-system transfer programs, including articulated transfer standards, the Minnesota Transfer Curriculum, and electronic transfer data software systems.

- The Metro Alliance of Minnesota State and the University of Minnesota offer all or part of the Minnesota Transfer Curriculum in all its participating institutions.

- "Reverse transfer" opportunities have been made available by the two systems for students whose associate degrees can be completed after transferring.

College Readiness and Under-Prepared Students

▪ The two systems 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 through the P–20 Education Partnership and other alliances and programs.

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 2023 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 2023 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 underrepresented 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 20 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 almost 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 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 of Minnesota system, with the first students arriving in 2009. UMR's vision is to *inspire transformation in higher education through innovations that empower graduates to solve the grand health challenges of the 21st century*. Academic programs for undergraduates are focused on health sciences, with six career pathways including patient care; healthcare research and discovery; resilience, wellbeing and mental health; global health and public policy; emerging health technologies; and the business and leadership of healthcare. UMR also offers graduate programs in bioinformatics, occupational therapy, and business administration. The outcome of equity in educational attainment across all types of undergraduate students emanates from three principles: *students are at the center; research informs practice; and partners make it possible*.

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 education, nursing, counselor education, leadership education, social work, and several graduate certificates to meet workforce needs of the region.

Partnerships between Rochester Community and Technical College (RCTC) and Winona State University (WSU) remain 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 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 Clinic School of Health Sciences. This program embeds certification in specific health professions within a University of Minnesota undergraduate degree. Students can prepare for admission to the BSHP program at UMR or select Minnesota State campuses. UMR also works extensively with Mayo Clinic's Office for Academic Partnerships to provide undergraduate research, volunteer, internship, and work study opportunities with 78 percent of UMR

graduates reporting a "meaningful learning experience at Mayo Clinic" while they were undergraduates. UMR also partners to offer the following early assurance and accelerated programs: Physician Assistant (Mayo Clinic); Nursing (UMN School of Nursing); Athletic Training (Winona); Chiropractic (Northwestern University); PharmD (UMN School of Pharmacy); MPH in Environmental Health (UMN School of Public Health); and NXT GEN MED (Mayo Clinic internships).

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 and Riverland Community College also have an articulated advising plan for students' transition into medical lab science and the undergraduate health sciences degree.

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).

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 public higher education resources to best serve students, employers, and the community. All the higher education institutions in Rochester and health care organizations collaborated on a simulation center needs assessment. Recently, the group received support from the Rochester Area Foundation to conduct a co-design process with the University of Minnesota's Culture of Health by Design initiative, with the goal of ensuring that the simulation center will be accessible, relevant, and flexible for all members of the community, particularly communities who have traditionally been unable to access the full breadth of healthcare resources and support. 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 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 University of Minnesota 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.

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.

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, Gundersen 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, University of Minnesota, and private college faculty. The University of Minnesota'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.

In fall 2022, Minnesota State and the University of Minnesota formed the **Center for Nursing Equity and Excellence** (CNEE), a collaboration to reimagine nursing education and address the growing shortage of nurses in Minnesota. The CNEE will work with schools of nursing across the state, as well as health care providers and other partners interested in improving health care, to increase enrollment in nurse education programs at all degree levels and increase the success of nursing students.

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.

University of Minnesota Extension educators deliver an array of education and training programs in collaboration with Minnesota State. Examples of these programs include:

- Farm Business Management courses help farm families meet their business and personal goals through quality farm records and sound business decisions. The program is designed to work closely with active, functional farmers and persons interested in farming as a business. Extension offers the courses in collaboration with Minnesota West Technical College.

- MARL is a two-year immersive educational experience for early-career agricultural and rural leaders that has been offered jointly by Extension and Southwest Minnesota State University since 2000.

- Farm income in Minnesota is tracked and analyzed annually through a joint project of the Minnesota State Northern Agricultural Center of Excellence and Extension's farm business management program.

- At the Mid-Central Research and Outreach Center in Willmar, Minn., Extension and the College of Veterinary Medicine are working with Ridgewater College to develop poultry training programs that provide multiple levels of education for differing needs within the poultry industry.

- 4-H programs have partnered with Minnesota State universities at Mankato and Marshall to offer career days and overnight campus immersion experiences to 4-H members.

- Extension's Regional Sustainable Development Partnership partnered with Lake Superior College in Duluth on projects that promoted locally grown foods and addressed hunger needs in the Duluth area during the COVID stay-at-home orders.

- Extension educators worked with South Central College to develop an occupational safety and health-based curriculum to deliver to Minnesota agricultural educators who work with farm business management instruction, supervise high school students in agricultural workplaces, and/or coordinate college level agribusiness internships.

- Extension's Clean Energy Resource Team collaborates on energy education with the Center of Energy, a partnership between Minnesota West and St. Cloud Technical colleges to help promote careers in the energy industry.

Library and Information Technology

Minitex Library Information Network (Minitex): Based within the University of Minnesota 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 library users statewide. Minnesota State libraries and the University of Minnesota Libraries cooperate on these interlibrary loan processes. 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, working in partnership with the University of Minnesota, Minnesota State, and other libraries to provide a core collection of online research tools for the state. Minnesota faculty and students benefit by inclusion in these agreements, providing access to significant electronic content. For more information, see minitex.umn.edu/services/elibrary-minnesota.

Librarians from the University of Minnesota and Minnesota State, along with other library colleagues, run a 24/7 chat service where residents can get their questions answered. In fiscal year 2022, librarians answered 43,121 questions. For more information, see www.askmn.org.

MNLINK: In 2002, Minnesota State and the University of Minnesota 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. In fiscal year 2022, Minnesota library patrons requested 480,574 items through MNLINK. For more information, see www.mnlink.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 the digitization of library, museum, and historical society collections. Administratively managed by Minitex, MDL has digitized and delivered over 57,860 images, documents, and maps contributed by 202 cultural heritage institutions located in every one of Minnesota's 87 counties. 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 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. 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, the 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/.

Minnesota Libraries Publishing Project: The University of Minnesota and Minnesota State libraries participate in the Minnesota Libraries Publishing Project. This project promotes scholarship and offers

professional-grade publishing tools to Minnesota's independent authors, at no cost. 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, student projects, and literary works. To date, more than 1,000 book projects have been initiated via the Minnesota Libraries Publishing Project. Four of these—open-access textbooks authored by Minnesota State faculty members—saved Minnesota State students $26,000 in 2020 alone.

Professional Development: Minitex sponsors numerous professional development events for and with librarians and library staff in the state, including those from the University of Minnesota and Minnesota State. Every year, thousands of academics, librarians, and/or students attend a wide range of conferences and workshops targeted or individual institutions in Minnesota.

For the past five years, Minnesota State has offered annual open education resources conferences and workdays for Minnesota's academic librarians and in 2023 expanded their OER Community of Practice to library staff in the Minitex network.

Shared Print: The University of Minnesota Libraries and Minnesota State University Libraries are among the 23 libraries participating in the Minnesota Shared Print Project coordinated by Minitex. The project is a coordinated effort among Minnesota's academic libraries to ensure that learners and researchers in Minnesota have access to the scholarly record of print monographs. While electronic copies of materials are increasingly accessible and may conveniently meet many scholarly needs, the ongoing need for access to print copies requires collaborative agreements among libraries to ensure that individual collection management decisions do not eliminate materials needed by scholars.

eLearning

Minnesota Learning Commons (MnLC): The majority of Minnesota State/University of Minnesota 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 "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 Summit on Learning & Technology** 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 2022, the event focused on the theme, "Flexible Learning in our Digital Era," with more than 25 concurrent sessions in addition to a general session on the conference theme.

- **Quality Matters (QM):** QM is a national faculty-centered peer review process designed to improve and 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 Faculty Development & Quality of Online Teaching Special Interest Group (SIG) provides additional collaboration opportunities.

- **MnLC Special Interest Groups:** Additional SIGs 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; and Innovation including topics such as remote proctoring, competency-based education, virtual reality/augmented reality, micro-credentialing, digital badging, and personalized learning.

- **State and Federal Regulatory Compliance for Online Learning:** Minnesota State and the University of Minnesotae, 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 University of Minnesota 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**: The MnLC has continued its highly successful monthly "Best of Summit" webinar series, offering a wide variety of topics such as "The Digital Divide: Providing Equal Access in an Era of Online Delivery" (Intermediate District 287), "Developing Creativity in the Classroom" (University of Minnesota–Twin Cities) and "Are We Doing Enough to Help Faculty Teach Online?" (Minnesota State University, Mankato).

- **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).

The University of Minnesota and Minnesota State also 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 University of Minnesota and Minnesota State are working closely with DEED to provide non-credit and credit-based data feeds so that the CareerForce locations 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 in 2004 to administer the CORE Drug and Alcohol Survey with initial funding from BlueCross and BlueShield (BCBS) of Minnesota and ClearWay Minnesota. In 2007, without further funding from BCBS, the collaboration continued through the administration of the Boynton Health College Student Health Survey, a comprehensive survey gathering data on health and health-related behavior among undergraduate and graduate-level students. Since 2007, 37 Minnesota State institutions have participated in the College Student Health Survey, with each participating school receiving a comprehensive report about the health status of their student population. Between the survey years 2008 and 2013, 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 of those survey years. 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 Boynton Health 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 (NSSA) was established in 2007 in response to the need for a more diverse and skilled technical workforce. Participating institutions include four University of Minnesota campuses (Twin Cities, Duluth, Rochester, and Morris); seven Minnesota State Colleges and Universities and community colleges (Bemidji State, Century College, Metropolitan State, Minneapolis Community and Technical College, St. Cloud State, and North Hennepin Community College); one tribal college (Fond du Lac Tribal and Community College), and three private colleges (Augsburg, Carleton, and St. Olaf). Community partners include the Science Museum of Minnesota, Minnesota High Tech Association, and the Minnesota Education Equity Partnership. The goals of NSSA include: 1) to increase the numbers of underrepresented minority STEM bachelor's degrees; 2) to create Alliance collaborations that improve students' pathways through all stages of transfer from community colleges to four-year institutions; and 3) to foster institutional change toward greater diversity and inclusion on Alliance campuses. From 2008 to 2021, the number of STEM degrees attained by underrepresented minority students across the alliance increased from 153 to 730, and the number for 2022 is projected to be over 756. At the end of the academic year 2021–2022, an end-of-year survey was conducted to understand student participants' program experience, general on-campus experience, and plans after graduation. The results show that students academically, emotionally, and socially benefited from program activities and events. The Alliance addressed diversity, equity, and inclusiveness in programming and made great efforts in supporting students during the pandemic, which enhanced student participants' sense of belonging, confidence, and connection. The Alliance also continued to provide several research and internship opportunities, professional development, mentoring, and resources related to STEM academic and industry careers, which promoted student participants' confidence, interest, motivation, and commitment in STEM degree attainment and STEM-related personal development.

Minneapolis College Student Health Clinic: In 2019 the Minneapolis College Student Health Clinic celebrated ten years of partnership with the University of Minnesota's Boynton Health Service. The clinic is operated under a Minnesota State service agreement, which has been extended through an RFP process. Funded through the health services fee with in-kind support by Minneapolis College administration for facilities, maintenance, and capital equipment, the Minneapolis College Student Health Clinic provides quality healthcare services by medical professionals on campus to all enrolled Minneapolis College students. The clinic provides treatments for common illnesses and injuries, testing (laboratory and x-ray on site), routine medical exams, physical therapy, nutrition counseling, and chemical health and mental health services (both therapy and medication management). In fiscal year 2022, the clinic had over 932 patient visits. Clinical and public health staff from Boynton Health Service are also engaged with Minneapolis College staff to coordinate campus health and wellness initiatives.

Boynton Health Externships: Through an Agreement of Institutional and Program Affiliation, the University of Minnesota Boynton Health provides educational experience for students at two Minnesota State institutions. For North Hennepin Community College, phlebotomy students are provided an externship of 100 hours and medical lab technician students a six-week externship. The same Agreement provides Anoka Technical College medical assistant students 280 hours of an externship program.

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 create programs to educate dental therapists. Dental therapists, often referred to as "mid-level" dental providers, are primary care 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.

In 2015, the University of Minnesota School of Dentistry modified its initial dental therapy educational program to become a dual degree Bachelor of Science in Dental Hygiene (BSD)/Master of Dental Therapy (MDT) program. Graduates of this program 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. The Dental Therapy program is currently undergoing review by the Commission on Dental Accreditation.

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 provide professionals to work with underserved populations within Minnesota.

The University of Minnesota School of Dentistry and Minnesota State dental therapy programs work together with the Minnesota Board of Dentistry to refine the dental therapy scope of practice to reflect the knowledge and experience of the practices that have utilized the dental therapists over the past 11

years. All programs focus on educating graduates to practice as an advanced dental therapist, which is the top of the legislatively approved practice model.

Minnesota State and the University of Minnesota School of Dentistry are working with dental safety net providers from urban and rural areas across the state and managed care organizations to propose a value-based dental home network to improve the oral health of public enrollees. In concert with the Department of Human Services and the Minnesota Department of Health, the dental safety net providers and the members of the Dental Services Advisory Committee will propose this innovation that leverages the unique array of oral health providers in Minnesota. This approach is being proposed for consideration and funding in the next legislative session. This effort is part of an 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 eight-county region of northeast Minnesota, while providing a critical outreach experience for dental and dental hygiene students. Since its opening in 2002, over 160,000 patient procedures have been provided and over 1,800 students have benefitted from the program.

Wellness Courses: Online wellness courses developed by the Rothenberger Institute within the University of Minnesota's School of Public Health are available to Minnesota State educators and students through curriculum licensing and collaboration. Currently, Century College offers the one-credit course "Success Over Stress."

Multi-generation Farm Transition Planning: University of Minnesota Extension and the Minnesota State system have partnered to offer hands-on farm transition education focused on multi-generation farm businesses. An emphasis of the sessions is how to transfer both the "financial business" and how to transfer the "management and responsibility" of the farm business. The retiring generation and incoming generation attend the sessions together, including spouses, partners, and other relevant parties. For more information,
see extension.umn.edu/courses-and-events/farm-transition-and-estate-planning.

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 48 programs (out of a total of 119 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 do not represent 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), which leads 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, 2022.**

Degree	UM	Minnesota State	Total	Duplicates
Diploma	0	164	164	0
Associate	0	471	471	0
Certificate*	127	496	623	0
Baccalaureate	157	76	233	27
Master's	188	38	226	17
Doctoral	101	5	106	4
First Professional	5	0	5	0
Total	**578**	**1,250**	**1,828**	**48**

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, 2022.

2022 Baccalaureate Programs		2022 Master's Degree Programs
Accounting	Human Resources Management	Alcohol and Drug Recovery Counseling
Biochemistry	Individualized Studies	Applied Clinical Research
Biology	Industrial Management	Business Administration
Chemistry	International Business/Commerce	Computer Science
Computer Science	Marketing	Geographic Information Science
Dental Hygiene/Science	Nursing	Individualized and Interdisciplinary Studies
Early Childhood Studies	Organizational Administration	Special Studies
Economics (General)	Philosophy	International Sport Management
Elementary Education/Urban	Psychology	Mechanical Engineering
English	Special Education	Nursing
Environmental Science	Studio Arts	Psychology
Finance	Theater/Theater Arts	Public Administration
Gender Studies		Regulatory Affairs and Services
Health Systems Studies		Software Engineering
History		Urban Planning
2022 Doctoral Programs		
Business Administration		
Nursing Practice		
Higher Education Administration		
Educational Administration and Leadership		

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 accredits the University of Minnesota and all of the Minnesota State campuses (Higher Learning Commission Assumed Practices CRRT.B.10.020). Transfer among the Minnesota State campuses and the University of Minnesota is grounded in this common accreditation. Additionally, Minnesota State Transfer Policy 3.21, Procedure 3.21.1, and Operating Instructions govern transfer processes and practices.

- 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.

- Transfer students intending to transfer to a Minnesota State college or university can submit a written request to appeal transfer decisions regarding how courses or credits were or were not accepted for transfer at both the campus-level and system-level.

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 intersystem transfer programs. Since 1991, when the two systems submitted a joint plan and report to the state 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.

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 University of Minnesota 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.

In 2022, the Transfer Governance Team at Minnesota State recommended a complete review of the Minnesota Transfer Curriculum. A process design team met in summer 2022 to organize and develop a review process, draft a scope of work and charter, and timeline. The University of Minnesota is also reviewing their general education requirements, and the two systems are meeting regularly to review processes and progress.

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, staff, and faculty at the secondary and postsecondary levels. The site offers a directory of 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.

Transferology is a student-friendly online tool provided by CollegeSource, Inc. that enables students 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 allows schools to post or link to Transfer Pathway maps to assist staff in advising Minnesota State transfer students.

Transferology runs on data tables built using CollegeSource's degree audit reporting system (uAchieve) software to advise students about their progress toward program completion and to process transfer evaluations. uAchieve data tables are maintained by staff at Minnesota State and the University of Minnesota. The University of Minnesota has used uAchieve since 1989, while Minnesota State started system-wide implementation in 1999. For more information, see www.minnstate.edu/admissions/degreeaudit.html.

Transfer Specialists' Network: Every campus in both systems has designated transfer specialists who can answer students' questions specifically about transfer. These specialists connect in various ways to discuss issues and resolve problems, including at an annual conference hosted by Minnesota State that is attended by over 130 staff members from the University of Minnesota, Minnesota State, and private and out-of-state colleges and universities. Minnesota State also provides online, asynchronous Transfer Orientation training for new transfer specialists. Transfer and Degree Audit monthly webinars allow registrars, advisors, transfer specialists, and others to discuss topics of interest to the group, answer questions, and keep everyone up-to-date. Transfer tips are sent to the group periodically, and two transfer listservs and a degree audit listserv allow transfer specialists and encoders to ask questions and share transfer information. Because Minnesota State consists of both two- and four-year institutions, the Transfer Governance Team, a representative group composed of faculty, transfer specialists, administrators, students, and system office staff, meets regularly to discuss transfer policy and procedure, Transfer Pathway reviews, the Minnesota Transfer Curriculum, and other transfer issues.

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 have been awarded through this process to students who had transferred to Minnesota State universities.

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

In 2009, legislation was enacted to formally codify the Minnesota P–20 Education Partnership (formerly called the Minnesota P–16 Education Partnership). The purpose of the Partnership is to "create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources" (Minn. Stat. § 127A.70). The P–20 Education Partnership is jointly led by the commissioner of education, the chancellor (or designee) of Minnesota State, and the president (or designee) of the University of Minnesota. The chair of the partnership rotates every two years between the commissioner and the higher education leaders. Dr. Robert McMaster replaced Ron Anderson (Senior Vice Chancellor of Minnesota State) as Chair in July 2021, and will serve through June 2023. Heather Mueller (Commissioner, Department of Education) has served as vice chair during this time period and will assume the role of chair in July 2023.

The work of the P–20 Education Partnership is centered around a clear and demonstrable goal of achieving the state post-secondary attainment goal set by the Minnesota Legislature in 2015. This goal aims to increase the proportion of Minnesotans age 25–44 who have attained a postsecondary certificate, diploma, or degree to 70 percent by 2025, within each racial/ethnic group. This focus on disaggregated attainment rates is critical to the citizens of Minnesota as our state continues to have the largest gaps in educational outcomes in the country.

Over the past year, the P–20 Education Partnership has engaged in a learning and planning process focused on better understanding activities already underway within Minnesota to support postsecondary attainment, and also on promising practices and efforts underway across the country. Building on that foundational knowledge, the Partnership developed both short and long-term recommendations for cross-sector work and collaboration:

- The focus for 2022 was on how to best continue the ongoing work to smooth transitions for students between high school and postsecondary across four topic areas: (1) data use & capacity, (2) financial aid and literacy, (3) credentials of value, and (4) dual credit.

- The P–20 established broad-based teams to make progress in each of the four topic areas. These teams met to establish recommendations for each action plan. Each of the four teams had a lead from the P–20 Executive Committee.

- During 2022, the goal was to continue the work with each of the four working groups composed of cross sector/interagency representatives. Starting in January 2022, the P–20

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prioritized action plans in each of the four areas, assigning responsibility to individuals and agencies for the work, and began operationalizing the plans.

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. It also provides school districts a place to track their students' progress toward college and career readiness. With data from early childhood through completion of postsecondary education and workforce entry, SLEDS provide 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 provide information and analysis enabling policymakers and educators to make meaningful investments and policies. SLEDS has also enhanced the integration with Minnesota's Early Childhood Longitudinal Data system and expanded the workforce data links, producing reports on workforce outcomes of high school and college graduates.

As a result of this work, the P–20 Education Partnership continues to be critical to the effort to coordinate a more effective human capital development system across the state of Minnesota.

Postsecondary Enrollment Options (PSEO) and Concurrent Enrollment Partnerships

The Postsecondary Enrollment Options Act, created in 1985, provides Minnesota high school students with two ways to take courses that allow them to earn college credit from Minnesota colleges and count towards high school graduation. First, the Postsecondary Enrollment Options program (PSEO), allows high school students to take courses at a college or university. Second, concurrent enrollment partnerships allow high school students to take college or university courses at their high school, taught by qualified high school instructors who have been approved by college or university faculty.

In the past few years, legislation has increased access to PSEO and concurrent enrollment among 9th and 10th grade students who meet eligibility requirements, especially 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. These initiatives promote college readiness and early college credit opportunities that can 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. The legislature also allocated an additional two million dollars to school districts to support their participation in concurrent enrollment partnerships. These legislative requirements and funding support are encouraging the growth and sustainability of high-quality concurrent enrollment offerings.

Educators from Minnesota State and the University of Minnesota system campuses and private colleges volunteer and meet bi-annually through Minnesota Concurrent Enrollment Partnerships (MnCEP) to share information about best practices and quality standards for concurrent enrollment

partnerships, sometimes referred to as "college in the schools." MnCEP is a statewide consortium that serves as a collaborative resource and advocate for equitable student access and success in concurrent and dual enrollment partnerships.

MnCEP offers professional development to 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 and outcomes of concurrent enrollment programs; and identify opportunities for collaboration and improvement.

These programs are significant, valued, and matter because students who take college courses while in high school (through PSEO and college in the schools) gain momentum, have higher rates of college enrollment, readiness, and persistence. Students who earn college credits while in high school can also graduate more quickly and at less expense. Research on the impact of dual and concurrent enrollment can be found at www.nacep.org/resource-center.

College Preparation

Starting in 1991 the University of Minnesota and Minnesota State universities 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 freshmen admitted in fall 2015 and beyond, based on research that completion of four years of math enhances student success in college.

Both systems have reviewed and addressed challenges presented by the Higher Learning Commission's (HLC) emphasis on faculty qualifications to ensure, as HLC states, "all instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings." HLC faculty guidelines discuss determining minimally qualified faculty in the context of dual credit. Primary qualifications include a master's degree in the field, or a master's degree and 18 graduate credits in the field, or a combination of criteria (as described). Meeting these criteria is still a need for a percentage of current instructors (to be met by 09/01/23) and will remain an ongoing need to sustain concurrent enrollment programs as instructors retire or leave the school. Minnesota institutions have designed and begun to offer accessible graduate courses to help instructors meet these credentials, although not all core discipline or career and technical needs have been addressed yet. The cost of graduate coursework and time encumbered by a high school instructor remain key inhibiting factors. Past legislative funding has been instrumental in making it possible for instructors to afford taking coursework.

Both systems also participate in Generation Next, the Minneapolis-Saint Paul collective impact coalition dedicated to closing achievement and opportunity gaps.

The University of Minnesota's College Readiness Consortium (CRC) continues to support preschool to grade 12 programming that helps students learn academic content and about going to college. In addition, use of the CRC's Ramp-Up to Readiness™, an evidence-based, school-wide college and career readiness curriculum for grades 6–12 has been expanded across the state. Ramp-Up is designed to increase the number of students who graduate with the knowledge, skills, and habits needed to obtain a degree or credential in higher education in five essential areas of readiness: academic,

admissions, career, financial, and social/emotional. By doing so, Ramp-Up aims to make sure all students have an equitable opportunity to achieve social and economic mobility through higher education.

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 they partner 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. 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 use of the ACT, however, fluctuated during the pandemic as many colleges dropped, or at least temporarily halted, standardized testing requirements. Nonetheless, reflecting the national decrease in average ACT composite scores (19.8) Minnesota students posted an average of 21 in 2022. ACT data indicate that 69 percent of Minnesota graduates took the exam and that the following subject area average scores were achieved:

- English: 19.7
- Math: 20.7
- Reading: 21.7
- Science: 21.4

Because Minnesota State colleges have the mission of providing open-door access to higher education, a number of students admitted to two-year colleges are not fully ready for four-year, 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, 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, serving students both in person and online. 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.

According to the latest SLEDS data available, 10 percent of Minnesota high school graduates enrolled in developmental education courses in their first or second fall term in 2020, taking an average of 4.95 credits. In 2020, those students posted an average ACT score of 16.4, while their peers not enrolled in developmental education achieved mean scores of 22.1.

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 provide researchers with a comprehensive source of data to help identify the most viable pathways for individuals to achieve successful outcomes in education and work and informs decisions to support and improve education and workforce policy and practice. The University of Minnesota's Center for Applied Research and Educational Improvement serves a growing network of Minnesota K–12 schools by building educator data-based decision-making capacity through high quality technical assistance, professional learning and program evaluation in education.

IV. CONCLUSION

The 2023 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.

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 collaborative programs.

Minnesota State Campus	University of Minnesota Campus and Degree
Alexandria Technical and Community College	Crookston – B.S. Criminal Justice Crookston – B.M.M., Manufacturing Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S.W., Social Work
Anoka-Ramsey Community College	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.A.Sc., Psychology 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 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 Technical College	Crookston – B.S., Golf and Turf Management Crookston – B.M.M., Manufacturing Management
Bemidji State University	Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration
Central Lakes Community College	Crookston – B.S., Agricultural Education 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., 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
Century College	Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.A.Sc., Psychology 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 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
Dakota County Technical College	Crookston – B.M.M., Bachelor of Manufacturing
Fond du Lac Tribal and Community College	Duluth – B.A., American Indian Studies Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., Environment, Sustainability, and Geography Duluth – B.Acc., Accounting Duluth – B.A.Sc., Communication Sciences & Disorders Duluth – B.A.Sc., Psychology 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
Hennepin Technical College	Crookston – B.S., Manufacturing Management
Inver Hills Community College	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.A.Sc., Psychology 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 Twin Cities – B.S, Technology Education Twin Cities – B.A.Sc., Information Technology Infrastructure Twin Cities – B.S. Individualized Studies Program
Lake Superior College	Crookston – B.M.M., Manufacturing Management Duluth – B.A., American Indian Studies Duluth – B.A., Art Duluth – B.A., Art History Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Cultural Entrepreneurship Duluth – B.A., Economics

	Duluth – B.A., English Duluth – B.A., History Duluth – B.A., Sociology Duluth – B.Acc., Accounting Duluth – B.A.Sc., Communication Sciences & Disorders Duluth – B.A.Sc., Psychology Duluth – B.B.A., Business Administration Duluth – B.F.A., Art Education Duluth – B.F.A., Graphic Design Duluth – B.F.A., Graphic Design Marketing Duluth – B.F.A., Studio Art (updates in progress) 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
Minneapolis Community and Technical College	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
Minnesota North College	Crookston – B.S., Natural Resources Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., Environment, Sustainability, and Geography Duluth – B.A., Sociology Duluth – B.Acc., Accounting Duluth – B.A.Sc., Communication Sciences & Disorders Duluth – B.A.Sc., Psychology Duluth – B.B.A., Business Administration Duluth – B. F.A., Graphic Design

	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 Duluth – B.S.W., Social Work 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
Minnesota State College - Southeast	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	Crookston – B.M.M., Manufacturing Management Crookston – B.M.M., Environmental Sciences
Minnesota State University, Mankato	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
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.
Normandale Community College	Duluth – B.A., American Indian Studies Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., Theatre Duluth – B.Acc., Accounting Duluth – B.A.Sc., Psychology Duluth – B.B.A., Business Administration 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
North Hennepin Community College	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
Northland Community and Technical College	Crookston – B.S., Applied Health Duluth – B.A.Sc., Psychology
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	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.A.Sc., Psychology 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

Source – Minnesota State, University of Minnesota

Other Partnership or Collaborative Arrangements with the University of Minnesota

This list represents examples of past as well as current collaborative arrangements between Minnesota State and 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 SOCRATESgrant 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.
	Morris	With federal funding (a Native American Serving NonTribal Institutions grant), a partnership between UMN Morris and Fond du Lac Tribal and Community College will be offering summer language and cultural immersion opportunities to students and staff, and the two institutions are developing program pathways to liberal arts BA degrees.
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 AASCB 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 collaborates with the U of M program to offer student competitions for the Midwest Region.
	Twin Cities	The Water Resources Center at MSU is collaborating with the University of Minnesota on several projects including the following- -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.
	Morris	Faculty in French at Normandale and the University of Minnesota Morris planned and were scheduled to co-teach a summer study abroad course in Senegal. Post-pandemic, the course will be offered to students at 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 veteran's 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 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

Regenerative Medicine Minnesota

Report to the Minnesota Legislature

January 15, 2023

Submitted by:

Board of Regents

Prepared by:

The report was prepared by staff in the Office of Academic Clinical Affairs with the assistance of staff in the Office Sponsored Financial Reporting at the University of Minnesota as well as Deloitte & Touche.

Report Preparation Costs:

Per the requirements set forth in Minnesota Statue 3.197, the cost to prepare this report was $21,352.

January 15, 2023

Senator Fateh, Chair, Higher Education Committee
Senator Duckworth, Ranking Minority Lead, Higher Education Committee
Representative Pelowski, Chair, Higher Education Finance and Policy
Representative O'Neill, Ranking Minority Lead, Higher Education Finance and Policy

Senator Champion, Chair, Jobs and Economic Development Committee
Senator Draheim, Ranking Minority Lead, Jobs and Economic Development Committee
Representative Hassan, Chair, Economic Development Finance & Policy
Representative Koznick, Ranking Minority Lead, Economic Development Finance & Policy

Dear Legislators,

Per Chapter 312, Article 1, Section 4 of Laws of Minnesota 2014, please accept our report on the Regenerative Medicine Minnesota (RMM) partnership. Included in this package you will find the required auditors' report on their review of the program. We have also included a one-page summary of awards made and expected total spending against those awards.

RMM is administered by the Office of Discovery and Translation (ODAT) within the Clinical and Translational Science Institute (CTSI) with input and oversight by a board that includes representation from biomedical industry, education and clinical medicine and is co-chaired by Dr. Shernan Holtan at the University of Minnesota and Dr. Julie Allickson at the Mayo Clinic.

In FYs 21-22, RMM funded awards for 27 research projects to increase knowledge and advance regenerative medicine in areas such as nerve, muscle and spinal cord injury as well as cardiovascular, blood, liver and eye diseases. In addition, RMM awarded funds for 13 bio-business projects, including support for infrastructure to develop regenerative medicine therapies that are more cost effective, scalable, better preserved and more easily delivered to patients within Minnesota and beyond. More information about all of these programs are available on our website: www.regenmedmn.org.

Thank you for your support of Regenerative Medicine Minnesota. We look forward to a productive and exciting future as we work to improve the health of Minnesotans across the state.

Sincerely,

Jakub Tolar, MD, PhD
Vice President for Academic Clinical Affairs
University of Minnesota

Gregory Gores, MD
Executive Dean for Research
Mayo Clinic

cc: Shernan Holtan, MD; Julie Allickson, PhD

INDEPENDENT ACCOUNTANT'S REPORT

Management of the University of Minnesota
1300 South Second Street
Minneapolis, MN 55455

We have performed the procedures enumerated below on the University of Minnesota's (the "University") Mayo Partnership in Regenerative Medicine award expenditures for the period from July 1, 2020 to June 30, 2022 in compliance with Chapter 69, Article 1 Section 5 of the Laws of Minnesota ("the subject matter"). The University is responsible for the subject matter.

The University has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose of assisting the specified parties in evaluating the subject matter. The procedures performed are specified in Chapter 69, Article 1 Section 5 of the Laws of Minnesota.

We make no representation regarding the appropriateness of the procedures either for the purpose for which our report has been requested or for any other purpose. Accordingly, this report may not be suitable for either the purpose of which this report has been requested or for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, users are responsible for determining whether the procedures performed are appropriate for their purposes.

The procedures and the associated findings are as follows:

We obtained the Statement of Expenditures by Subrecipient (the "Statement") for the period from July 1, 2020 to June 30, 2022, and the Attachment of Subrecipients with Affiliations (the "Attachment") as prepared by management. The Attachment has been included as Exhibit A to this report.

1. We recalculated the total dollar amounts on the Statement and compared the amounts on each line on the Statement to the corresponding amounts on the reconciliation prepared by management between the University's general ledger and the amounts on the Statement, noting no exceptions.

2. We compared the dollar amounts on management's reconciliation to the University's general ledger and recalculated the total presented in the Statement, noting no exceptions.

3. We compared actual expenditures by project number to the Budget Information section of the Notice of Grant Awarded obtained from management. We noted no project numbers where total expenditures by project number exceeded the approved budget limit.

4. We randomly selected three of the Principal Investigators (PI) affiliated with the University from the Statement, which represented 20% of the total PIs and their related projects affiliated with the University, and obtained the expenditure detail for the selected PI's related project during

the period from July 1, 2020 to June 30, 2022. We randomly selected 40 total expenditure selections from the expenditure detail, and traced and agreed the amounts to source documents, noting no exceptions.

5. We randomly selected five PIs whose affiliations are outside of the University from the Statement and obtained the subaward agreements from management. We inspected the subaward agreements for evidence of appropriate approvals by the University and the sub-recipient, noting no exceptions.

6. We obtained and documented an understanding of the University's policies and procedures in place to monitor that awards are expended in accordance with Chapter 69, Article 1, Section 5 of the Laws of Minnesota, noting policies and procedures were in place and appropriately applied based on the understanding we obtained.

We were engaged by the University to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review engagement, the objective of which would be the expression of an opinion or conclusion, respectively, on the subject matter. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the University and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

This report is intended solely for the information and use of the University, the University's Board of Regents, and authorized representatives of the State of Minnesota, and is not intended to be, and should not be, used by anyone other than these specified parties.

Deloitte & Touche LLP

January 11, 2023

Attachment of Subrecipients with Affiliations

For the period from July 1, 2020 to June 30, 2022

Recipient	Affiliation
Abdel, Matthew	Mayo
Alonso-Camino, Vanesa	*
Asakura, Atsushi	U of MN
Athanasiou, Maria	*
Battaglino, Ricardo	U of MN
Behfar, Atta	*
Bradley, Elizabeth	U of MN
Doles, Jason	Mayo
Dunbar, Ross	*
Dutton, James	U of MN
Eirin, Alfonso	Mayo
Garry, Daniel	U of MN
Junge, Harald	U of MN
Kaiser, Robert	*
Kostallari, Enis	Mayo
Kyrch, Aaron	Mayo
Lewis, Andrew	*
Liu, Qiuying	Mayo
Low, Walter	U of MN
Lund, Troy	U of MN
Metzger, Joseph	U of MN
Milone, Margherita	Mayo
Misra, Sanjay	Mayo

Recipient	Affiliation
Murphy, Rick	*
O'Brien, Tim	*
Ogle, Brenda	U of MN
Pomerantz, William	U of MN
Rivera-Mulia, Juan Carlos	U of MN
Scarisbrick, Isobel	Mayo
Serebrenik, Artur	*
Siegler, Elizabeth	Mayo
Smoot, Rory	Mayo
Toth, Ferenc	U of MN
Tranquillo, Robert	U of MN
Trujillo, Diana	*
van Berlo, Jop	U of MN
Walsh, Patrick	*
Westendorf, Jennifer	Mayo
Wierson, Wesley	*
Zhao, Chunfeng	Mayo

*Researcher is not affiliated with the University of Minnesota or Mayo Clinic

Regenerative Medicine Minnesota
Awards Made 7.1.20 - 6.30.22

	Number of Awards	Dollars Awarded	Start Date	Award Term	Expended 7/1/20 through 6/30/22	Encumbered FY23 Spending	Encumbered FY24 Spending	Projected Total Spending
FY21								
Research Grants - Discovery Science	7	$ 1,749,531	Mar - May 2021	2+ years	$ 766,505	883,026	100,000	1,749,531
Research Grants - Translational Science	3	$ 750,000	Mar - April 2021	2+ years	$ 320,500	329,500	100,000	750,000
Clinical Trials	2	$ 994,728	March 2021	2+ years	$ 57,317	500,000	437,411	994,728
Biotechnology/BioBusiness Grants	8	$ 787,939	May - July 2021	1 - 1.5 years	$ 609,474	178,465		787,939
		$ 4,282,198			$ 1,753,796	$ 1,890,991	$ 637,411	$ 4,282,198
Funding available	NOTE 1	$ 4,350,000						
FY22								
Research Grants - Discovery Science	9	$ 2,249,999	Mar-May 2022	2 years	$ 56,388	1,000,000	1,193,611	2,249,999
Research Grants - Translational Science	5	$ 1,249,812	Mar-April 2022	2 years	$ 31,569	600,000	618,243	1,249,812
Clinical Trials	1	$ 470,224	March 2022	2+ years	$ -	200,000	270,224	470,224
Biotechnology/BioBusiness Grants	5	$ 497,500	May - July 2022	1 year	$ -	497,500		497,500
		$ 4,467,535			$ 87,957	$ 2,297,500	$ 2,082,078	$ 4,467,535
Funding available	NOTE 1	$ 4,350,000						

NOTE 1   Any remaining available balance will be carried forward into future years to be used for new awards. Any overage funded by prior year unused funds.

Report Title: Veterinary Diagnostic Laboratory Expenditures

Description: Information about expenditures and activities from $1,000,000 appropriated from the General Fund to purchase equipment for the Veterinary Diagnostic Laboratory to test for chronic wasting disease, African swine fever, avian influenza, and other animal diseases.

Activities: Contracts were set up between the Minnesota Department of Agriculture and the University of Minnesota for the use of these funds. Forty-nine pieces of equipment have been identified and approved for purchase so far, with a total estimated cost of $1,109,356 (this process includes the $1,000,000 appropriation and an additional $250,000 appropriation). These include three testing units for RT-QuIC for Chronic Wasting Disease testing. Of the 49 pieces of equipment identified, 20 have been ordered so far, with commitments of $540,000. With remaining items to be purchased by the end of the fiscal year

Expenditures: Of the 20 items ordered so far, 4 purchases have been completed:

Fiscal Year	Fiscal Month	Fund Code	DeptID	Program Code	ChartField2	Account	Amount	Description	Vendor Name
2023	05	1026	11662	21137	1000019377	850101	18,539.34	PROFLEX 96-WELL PCR SYSTEM	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	06	1026	11662	21137	1000019377	720299	2,782.38	ZEBRA, AIT, TT PRINTER ZT411;	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	06	1026	11662	21137	1000019377	780103	735.62	CLASS 1 Onsite 2 Biz Day, 105S	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	06	1026	11662	21137	1000019377	850101	5,031.91	FBG REF 45 PNT SLIDE 115V/60HZ	SQ-FISHER SCIENTIFIC COMPANY LLC
	Total						$ 27,089		