



Special Committee on Student Affairs

December 2024

December 12, 2024

1:30 p.m.

Boardroom, McNamara Alumni Center

SCSA - DEC 2024

1. Special Committee Charge and 2024–25 Work Plan

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2. Evolution of Student Affairs

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Special Committee on Student Affairs

December 12, 2024

AGENDA ITEM: Special Committee Charge and 2024–25 Work Plan

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Regent Mike Kenyanya
Calvin Philips, Vice President for Student Affairs

PURPOSE & KEY POINTS

The purpose of this item is to review the special committee’s charge and discuss the 2024–25 work plan.

BACKGROUND INFORMATION

The Special Committee on Student Affairs was established in September 2024 by Board Chair Mayeron. The special committee’s charge is as follows:

The Special Committee on Student Affairs will build the Board’s understanding and capacity in student affairs, student wellness, and the student experience. It will enhance oversight in this area and advise the Mission Fulfillment Committee on any items related to student affairs that require the Board’s action this year. The committee will also provide the administration with input on creating and sustaining a positive student experience across the system.

**Special Committee on Student Affairs
2024–25 Work Plan**

Date	Topics
2024	
December 12–13	<ul style="list-style-type: none"> • Special Committee Charge and 2024–25 Work Plan • Evolution of Student Affairs This item will describe how the role of higher education student affairs has evolved over time. The discussion will focus on services that were typical in the late 20th century and compare that to the types of services that are provided by student affairs today. The presentation will define the various types of students served by the University (e.g., traditional undergraduate vs. non-traditional undergraduate, full-time vs. part-time, resident vs. commuter, etc.) and the different types of services accessed by each type of student. • Support for Student Mental Health Across the System The special committee will discuss the various services the University activates to promote student mental health. The discussion will include an update on the President's Initiative for Student Mental Health (PRISMH) and how that initiative will continue to identify and address gaps in student mental health services and replicate best practices from across the system. The topic will also address recommendations regarding student mental health identified by the 2023–24 Annual Report of the Student Representatives to the Board of Regents. • Enhancing the Student Experience This item will highlight the elements of the University's FY 2026–27 Biennial Budget Request related to enhancing the student experience across the system. The presentation will outline the key initiatives of the request, how they connect to student affairs, and how they will expand the University's current capacities in these areas.
2025	
February 13–14	<ul style="list-style-type: none"> • Student Basic Needs This item will focus on the basic needs of the modern student experience. The presentation will highlight the recommendations regarding student basic needs that were identified by the 2023–24 Annual Report of the Student Representatives to the Board of Regents. The discussion will outline how the University currently provides support for those needs across the system and the top three challenges that exist in addressing those basic needs. The administration will identify current priorities to address areas for improvement and best practices from across the system. • Fostering Community and Belonging at the University The special committee will engage in a conversation centered around how the University can foster a sense of community and belonging for students. The discussion will highlight recommendations from the 2023–24 Annual Report of the Student Representatives to the Board of Regents and the role of student affairs across the system, including the types of programs and initiatives currently used. The item will outline how student community and belonging is currently measured and key barriers and best practices to foster this area of student life.

<p>May 8-9</p>	<ul style="list-style-type: none"> • Systemwide Student Activities This item will highlight the role student activities play within the student experience. The special committee will learn about the types of student activities that are offered across the system and the role these activities play in impacting student community, belonging, and retention. The special committee will learn about the various types of activities like Campus Life Programs, Registered Student Organizations, Greek Life, sports clubs, and performing ensembles. • [Hold for emerging topic]
<p>June 12-13</p>	<ul style="list-style-type: none"> • Student Support Services This item will provide information on the various types of support services offered to students across the system. This will include examples from areas like the Disability Resource Center, career services, and other areas that directly serve and support students. The item will identify challenges faced by these support services and best practices in this area. It will also highlight how support services are tailored to different types of students across the system. • [Hold for emerging topic]



BOARD OF REGENTS DOCKET ITEM SUMMARY

Special Committee on Student Affairs

December 12, 2024

AGENDA ITEM: Evolution of Student Affairs

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Dale Scully, Associate Vice Chancellor of Student Affairs, Crookston campus
Maggie Towle, Senior Associate Vice President for Student Affairs, Twin Cities campus

PURPOSE & KEY POINTS

The purpose of this item is to share information about the evolving nature of student affairs services over time in response to changing student demographics and needs. Information provided will include:

- the role of student affairs in higher education;
- an overview of systemwide student affairs services;
- identification of and rationale for services that have changed over time; and
- characteristics and varying needs of the different types of students.

BACKGROUND INFORMATION

The Board previously discussed this topic at the following meetings:

- May 2024: *Systemwide Student Affairs Overview*, Mission Fulfillment Committee

Evolution of Student Affairs Background Information

History of Student Affairs as a Profession

The origin of Student Affairs' national association dates back to the early 1900s and was first started by Deans of Students from several Midwest institutions, including the University of Minnesota, who gathered to discuss the issues and needs of students on their campuses. The original name of the association was the National Association of Deans and Advisers of Men (NADAM). In 1951 the name changed to the [National Association of Student Personnel Administrators \(NASPA\)](#) and it continues to be the professional association for Student Affairs. More information on the history of student affairs can be found at history.naspa.org.

The profession evolved over time as the needs and demographics of students changed. In 1963, NASPA developed a list of the typical areas that were part of Student Affairs, such as the Dean of Students, Residential Life, Health Service, Student Unions, Student Activities, Student Services Fees, Recreation and Wellness, Student Counseling Services, Fraternity and Sorority Life, Student Government, Student Conflict Resolution, Student Conduct Code and Multicultural Student Support. At some institutions, Dining, Transportation, and Parking were part of the portfolio.

Future of the Profession of Student Affairs

In March 2022, NASPA released the [Compass Report](#), a yearlong project that identified issues and trends that could impact student affairs professionals in the years ahead. Findings from this project revealed four areas as most critical to the future of student affairs in the next five years: student needs and expectations, social justice, equity, diversity and inclusion, professional preparation and development, and workforce satisfaction and retention.

In 2024, NASPA polled Student Affairs leaders to identify the most pressing issues their campuses face. The top issues identified included access, education, and collaboration in the areas of student mental health, wellbeing and safety. In addition, campus professionals cited as high priority issues compliance with state and federal regulations and addressing the needs of traditionally underserved and historically marginalized student populations.

Student Affairs Offices across the University of Minnesota System

Each campus across the University of Minnesota system has an office for Student Affairs/Life. The following mission statements describe the role these organizations play and the contributions they make to their respective campus' community at large.

- **Crookston:** *"To enrich the learning experience by cultivating a sense of belonging and promoting holistic development."*
- **Duluth:** *"Support the University's mission by engaging students in intellectual, emotional, cultural and physical development that enriches their lives, fosters their success, and prepares them for the future."*

- **Morris:** *“Programs and services develop student potential, foster student learning, persistence and success, create a diverse, inclusive community, and extend the UMN Morris liberal arts mission beyond the classroom.”*
- **Rochester:** *“Work collaboratively to empower our students to become innovative, transformational and well-rounded healthcare professionals. The team approaches our work with an equity and growth mindset and values the varied identities and experiences of our students. Student Life strives to support student success and wellbeing within and outside of the classroom.”*
- **Twin Cities:** *“Support, develop, and empower all students to discover their potential and explore their purpose for life beyond the University of Minnesota.”*

Structures within each Student Affairs/Life organization vary and are linked below:

- [Crookston](#)
- [Duluth](#)
- [Morris](#)
- [Rochester](#)
- [Twin Cities](#)

System Relationship between Student Affairs Organizations

The Vice President for Student Affairs on the Twin Cities campus reports directly to the President and serves as the chief student affairs officer for the University of Minnesota System, coordinating and collaborating with student affairs leaders across the system. Through the leadership of Vice President Calvin Phillips, system senior student affairs leaders are well connected and ensure programs and initiatives support and advance the systemwide strategic plan and student success. The group meets monthly as a community of practice advancing their work, sharing best practices, and engaging in discussion on issues relevant to students.

Student Affairs Services by Campus

Crookston

- Counseling Services
- Dining Services
- Disability Resource Center
- Educational Programs and Transitions
- Public Safety
- Residential Life
- Student Activities
- Student Health Services

Duluth

- Budgets and Personnel
- Career Center
- Dining Services
- Disability Resources

- Diversity & Inclusion
- Health Services
- Housing and Residence Life
- Kirby Student Center
- Recreational Sport Outdoor Program
- Student Conduct and Conflict Resolution
- Transportation and Parking Services/U Card Office
- UMD Stores/Print Services

Morris

- Athletics
- Community Engagement
- Equity, Diversity & Intercultural Programs
- Health Service
- International Student Program
- Native American Student Success
- Residential Life
- Student Counseling
- Student Engagement & Events
- Summit Scholars

Rochester

- Care Team Services
- Counseling Services
- Disability Resources
- Health & Wellbeing
- Health Professions Program Coordination
- Intercultural Initiatives
- Recreation & Fitness
- Residential Life & Dining Services
- Student Activities
- Student Conduct & Conflict Resolution

Twin Cities

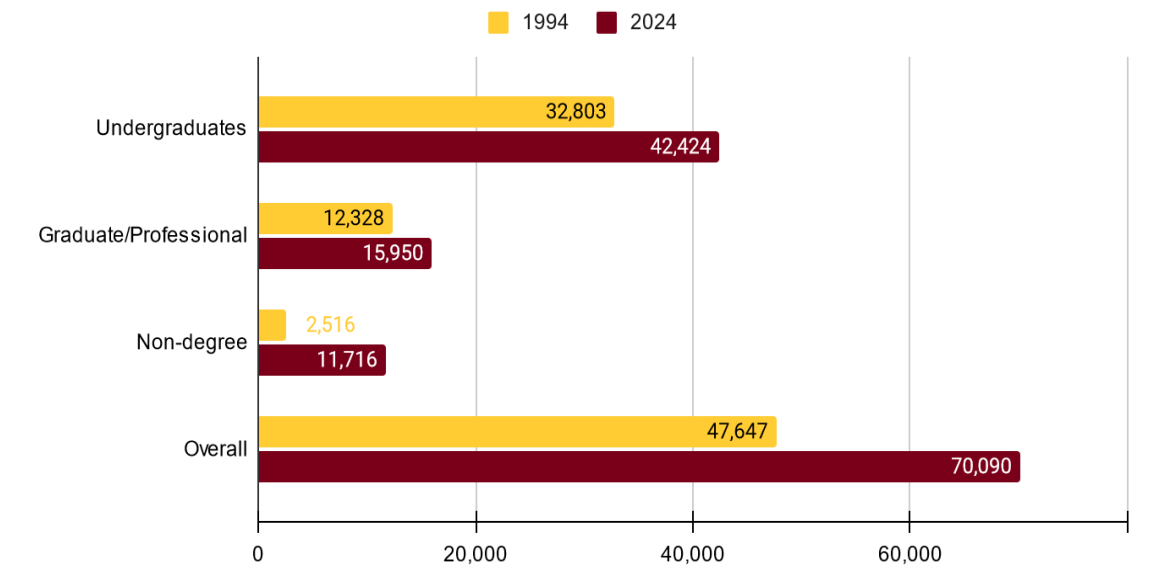
- Aurora Center
- Boynton Health/Student Counseling Services
- CARE/Student Advocate Services
- Career & Internship Services
- Career Services Administration
- Community Standards
- Fraternity & Sorority Life
- Gopher Family Engagement
- Leadership Minor
- Multicultural Student Engagement
- Off Campus Living
- Student Conflict Resolution Center
- Student Legal Service
- Student Parent Help Center

- Student Services Fee
- Student Unions and Activities
- Radio K
- Recreation and Wellness

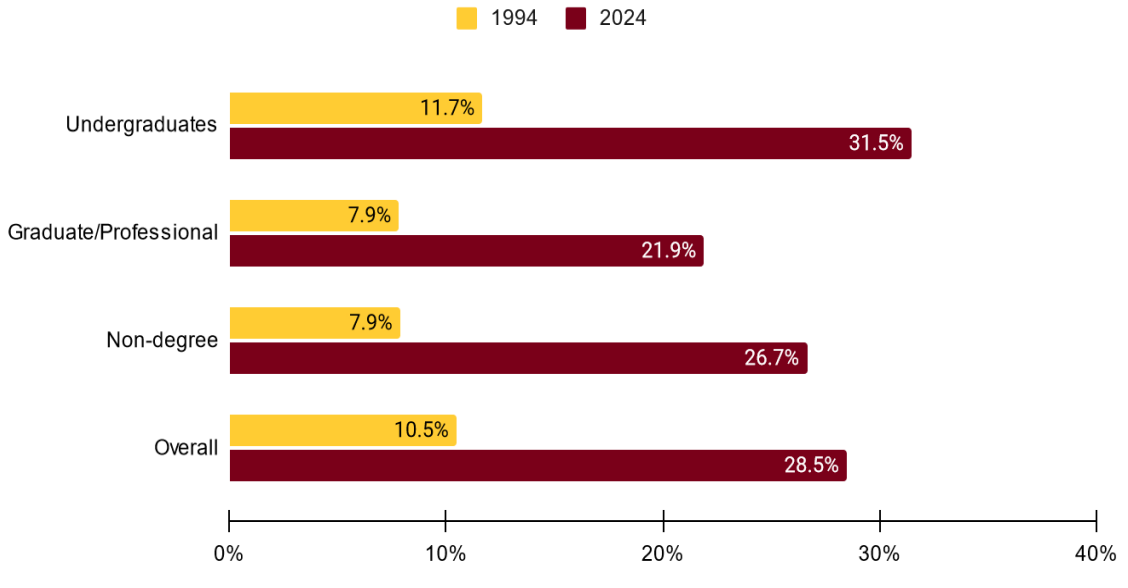
Historical Analysis University of Minnesota Students

The following graph includes enrollment data combined for all five campuses in the University of Minnesota system over the past 30 years. This information was prepared by the Office of Institutional Analysis.

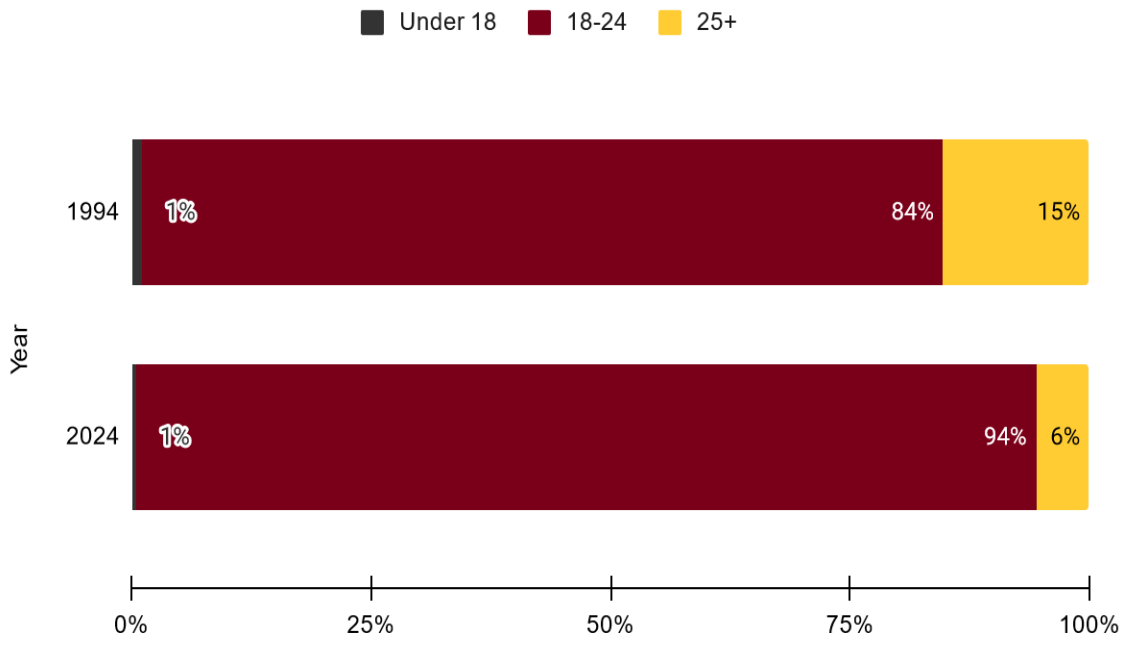
Enrollments by Student Level, 1994 vs 2024



BIPOC % by Student Level, 1994 vs 2024



Ages of degree-seeking undergraduates, 1994 vs 2024



National Regulations that Directly Impact Student Affairs

The following national regulations directly impact Student Affairs:

- [Title IX and Sex Discrimination](#)

- [Education and Title VI](#)
- [H.R.5646 Stop Campus Hazing Act](#) (pending legislation)



Evolution of Student Affairs

Board of Regents | Special Committee on Student Affairs | 12.12.24

Dale Scully

Associate Vice Chancellor
Student Affairs, Crookston campus

Maggie Towle

Senior Associate Vice President
Student Affairs, Twin Cities campus



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Student Affairs Services



Student Affairs: Our Role

- Started with “Deans of Men and Women”
- Educators of students learning outside of the classroom
- Campus partnerships are essential to our work
- Evolved as a response to major events (Virginia Tech, pandemic)
- Offices and positions created as a result of legislative mandates
 - Title IX, Drug Free Schools and Communities, Hazing



Changing Student Demographics

Today's students:

- Larger enrollment
- Greater diversity in culture, ethnicity and lived experiences
- Graduate and Professional Students (not just undergraduates)
- More complex and acute needs



Student Affairs Services: What's Different?

- Basic Needs
- Care Teams
- Mental Health Counseling
- DEI/Multicultural Programs
- Housing/Dining
- Student Populations
 - Student Parents
 - Fully Online



A Day in the Life of a Student



Questions and Discussion





BOARD OF REGENTS DOCKET ITEM SUMMARY

Special Committee on Student Affairs

December 12, 2024

AGENDA ITEM: Support for Student Mental Health Across the System

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Robert Dunbar, Associate Professor, Center for Learning Innovation, Rochester campus
Colleen McDonald, Assistant Vice Provost and Executive Director, Boynton Health, Twin Cities campus

PURPOSE & KEY POINTS

The purpose of this item is to share an overview of mental health prevalence trends for students across the University system, mental health services offered on each campus, and future efforts to continue and expand upon the work of the President’s Initiative for Student Mental Health (PRISMH).

Mental health prevalence trends have increased for both University students and other college students across the country. University campuses offer an array of services to support students who have a wide range of needs, from less acute to critical.

The PRISMH initiative has formally wrapped up its work after three years. Highlights of the initiative’s recent work include the creation of systemwide tools and training for students, faculty, and staff to build awareness of, and allow easy access to, existing resources. The PRISMH transition team, made up of faculty and staff, has recommended a new structure, to be coordinated by the Office for Student Affairs on the Twin Cities campus with continued faculty co-leadership. The new name for the initiative will be the *Student Mental Health Wellbeing Initiative*.

BACKGROUND INFORMATION

The Board previously discussed this topic at the following meetings:

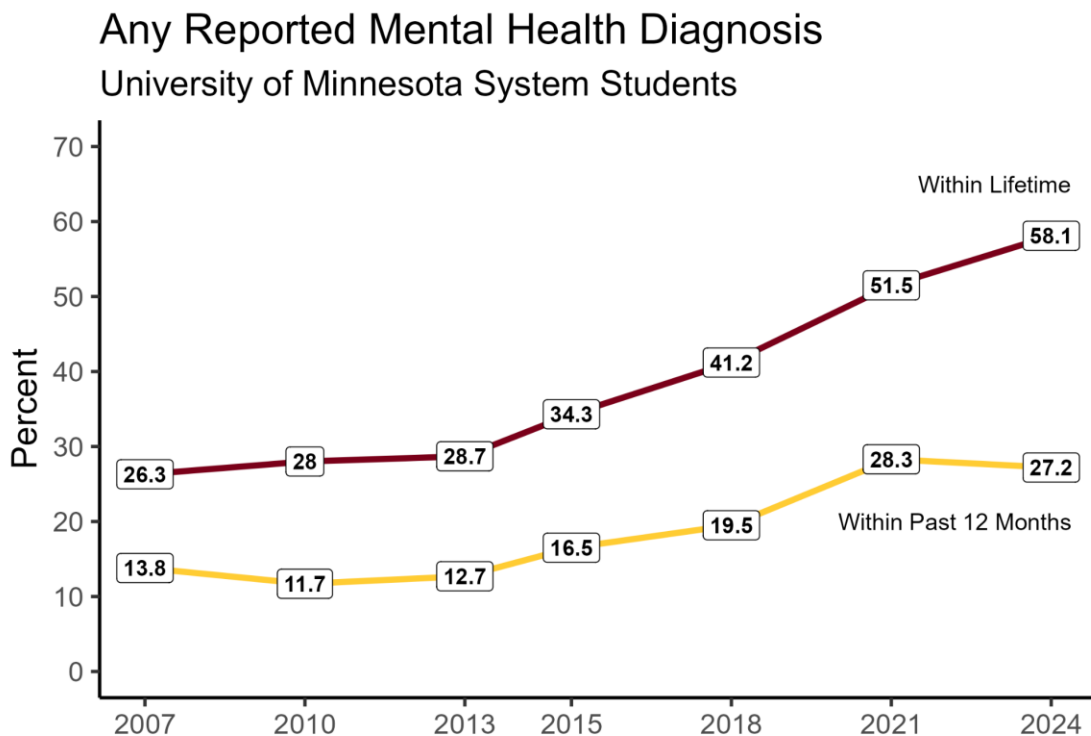
- June 2024: *Report of the Interim President*, Board of Regents
- May 2023: *Update on PRISMH*, Board of Regents
- June 2022: *President’s Initiative for Student Mental Health*, Board of Regents

Support for Student Mental Health Across the System Background Information

Trends and Current State of Student Mental Health

Boynton Health’s College Student Health Survey (CSHS) assesses student health, identifies behavioral risks, and examines the impact of health on academic performance. CSHS data surveyed from University of Minnesota students since 2007 gives insight into changing student experiences and current student concerns. This is a snapshot of some of the most recent data collected from University of Minnesota students across the system.

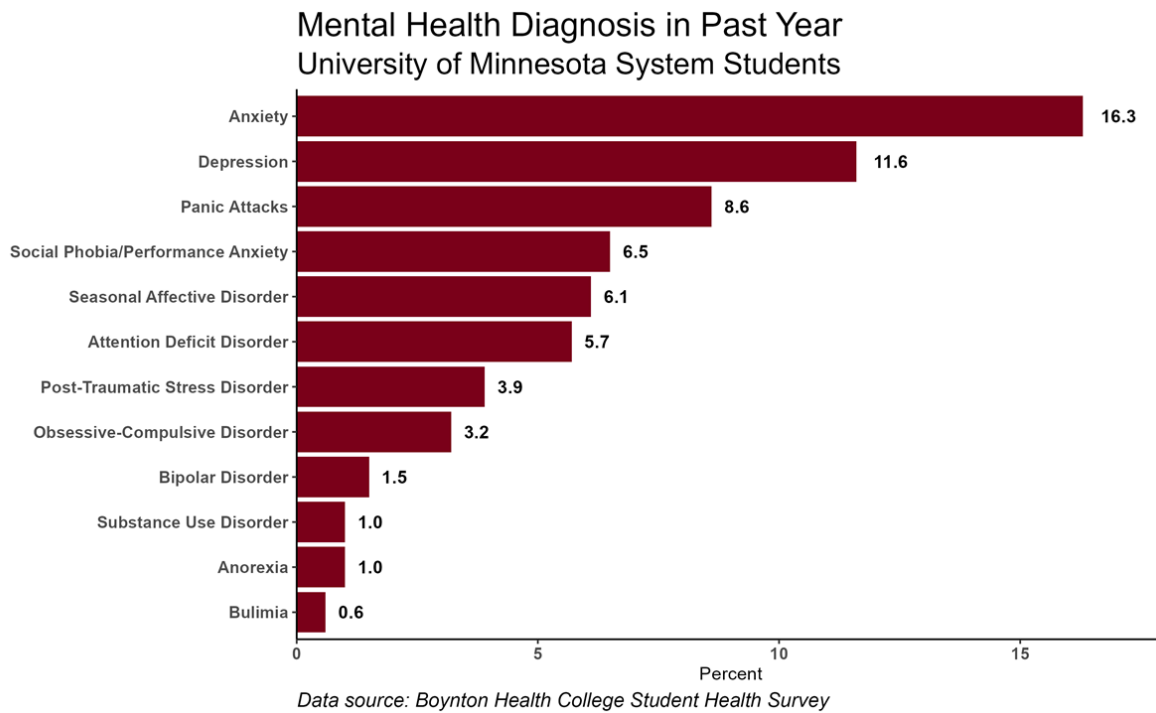
Prevalence of a recent mental health condition diagnosis among University of Minnesota students has been increasing since 2007, which aligns with [national trends](#). The most recent University of Minnesota [CSHS data](#) from spring 2024 shows 58% of students across the system have received a mental health condition diagnosis in their lifetime, with 27% of students diagnosed in the past 12 months. (See table below). That means each year approximately 18,500 students systemwide will receive a new mental health diagnosis while at school, likely experiencing high levels of distress that require additional support.



Data source: Boynton Health College Student Health Survey

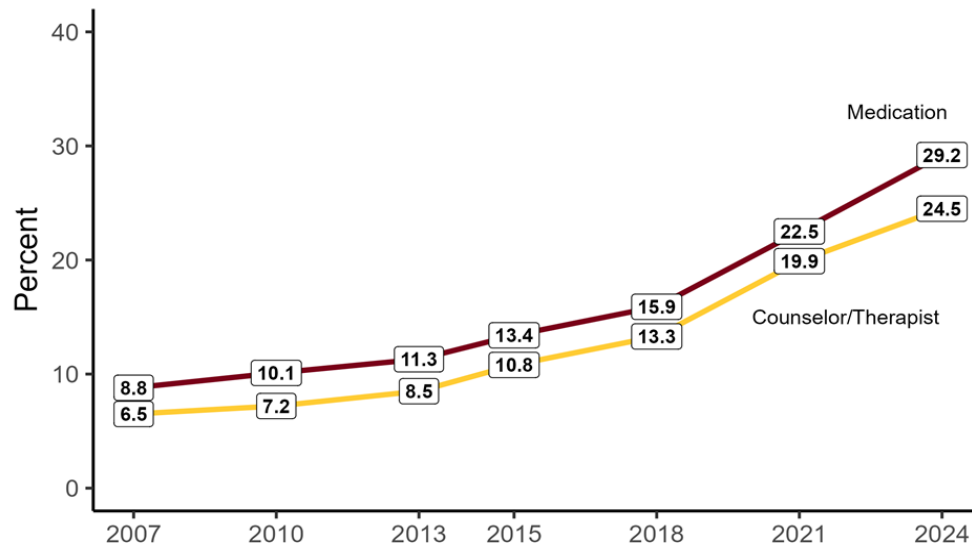
Below is a breakdown of the type of mental health diagnosis reported by students systemwide. Anxiety (16.3%) and depression (11.6%) are the leading diagnoses. When compared with past data,

there has been a significant increase in anxiety disorders such as panic attacks and social phobia/performance anxiety.



Students seeking mental health treatment report utilizing medication (29.2%) and counseling/therapy (24.5%) to manage symptoms. This shows students are often likely to seek both modalities of services, engaging in medication treatment either through primary care or psychiatry.

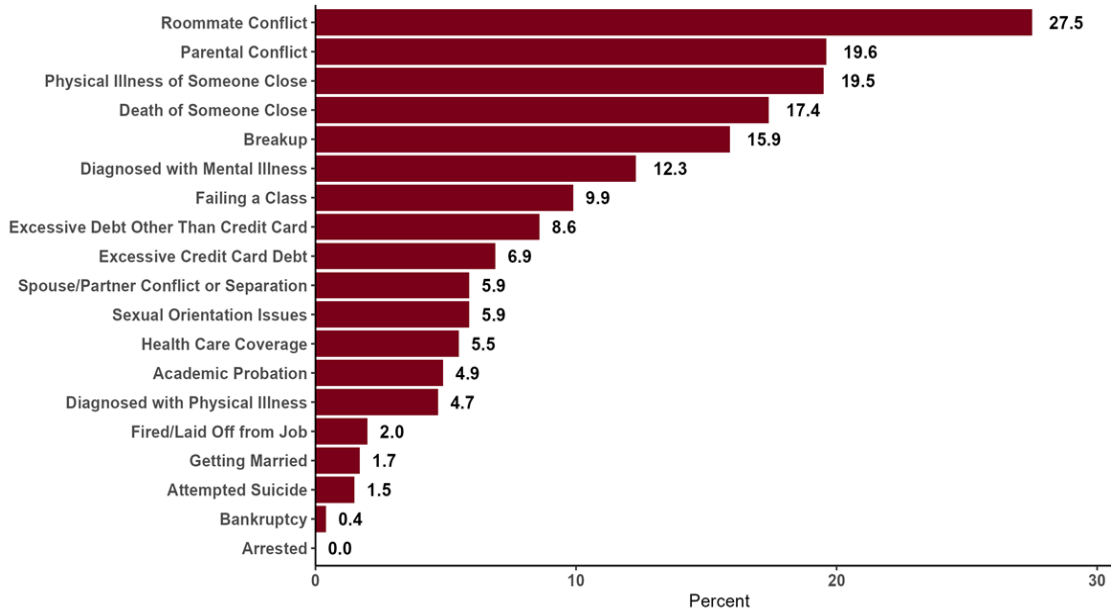
Current Mental Health Treatment University of Minnesota System Students



Data source: Boynton Health College Student Health Survey

Focus groups held with Twin Cities campus students in 2023 demonstrate financial stress, the struggle to meet basic needs, and interpersonal conflicts exacerbate their mental health symptoms and decrease their capacity for educational achievement. The 2024 CSHS data shown in the table below shows more detailed sources of mental health stressors, the most prevalent of which are conflicts with roommates and parent, physical illness, or death of someone close.

Mental Health Stressors in Past Year University of Minnesota System Students



Data source: Boynton Health College Student Health Survey

Background: Systemwide Mental Health Services

Each campus offers clinical and non-clinical mental health services for students tailored to their local population and context. Below are links to each campus’ mental health website with an overview of services offered:

- [Crookston](#)
- [Duluth](#)
- [Morris](#)
- [Rochester](#)
- [Twin Cities](#)

Background: President’s Initiative for Student Mental Health (PRISMH)

The President’s Initiative for Student Mental Health (PRISMH) was a three-year, systemwide effort to bring together the services, programs, policies, and academic practices that showcase the University as a leader—not only in Minnesota, but in the nation—in understanding the ecosystem of student mental health by using a public health approach grounded in data, practice, and research.

PRISMH’s initial charge was to centralize work already happening across the University system and identify new areas of inquiry, research, and partnership. At the end of the 2023-2024 academic year, the task force’s focused work wrapped up and the ongoing responsibility for the outcomes is shifting to the Office for Student Affairs Twin Cities in partnership with each system campus, as well as to individual units as part of their regular responsibilities supporting student mental health.

Recent projects of the President's Initiative for Student Mental Health (PRISMH) have sought to transform campuses to become better equipped to support student mental health and wellbeing:

- Launched the Mental Health resource navigation tool systemwide in March 2024 in response to student feedback calling for improved access and connection to resources. This digital platform has been adapted and tailored for each campus so students can easily find the right support right now at mentalhealth.umn.edu.
- Expanded the Mental Health Advocates training for staff and faculty across the system to decrease students' negative outcomes due to stress and mental illness. Across the University system, 1,132 employees have completed at least one mental health training module, increasing their knowledge of student mental health and building skills in supporting student wellbeing.

Other initiatives to support and streamline mental health services include the integration of Student Counseling Services and Boynton Mental Health Center on the Twin Cities campus. Previously, these units operated separately under the Office for Student Affairs which led to confusion for students in understanding how to access mental health services. Based on this feedback, the two units are merging and will be opening a centralized mental health intake in Spring semester 2025. The services will remain intact and under Boynton. Leadership is focusing on streamlining intake, care coordination and outreach to reduce barriers and to improve student experience.

PRISMH Transitioning to the Initiative for Student Mental Health and Wellbeing

The task force charged a transition team in fall 2023 to make recommendations regarding the transition of PRISMH for the end of year three onward, keeping in mind the importance of maintaining momentum of the exceptional work of the task force to support student mental health. Transition team membership consisted of current PRISMH members and new stakeholders with subject matter and/or University system knowledge:

- Mitra Emad, Associate Dean, College of Arts, Humanities, & Social Sciences and Associate Professor in Anthropology, Duluth campus
- Tammy Berberi, Associate Professor of French, Morris campus
- Phil Buhlmann, Professor, Chemistry, Twin Cities campus
- Deb Wingert, Education Program Specialist, Center for Educational Innovation, Twin Cities campus
- Cassidy Terrell-Aguila, Associate Professor, Center for Learning Innovation, Rochester campus
- Erin Slattengren, Assistant to the Provost, Twin Cities campus
- Brianna Menning, Advisor, Strategy and Initiatives, President's Office, Twin Cities campus
- Colleen McDonald, Director, Boynton Health, Twin Cities campus
- Christopher Ehrhart, Director of Diversity, Crookston campus
- Lisa Erwin, the previous Vice Chancellor of Student Life, Duluth campus

The transition team recommended designated staff support from the Office for Student Affairs as

well as faculty involvement at both the leadership and committee levels to move future efforts forward. A steering group with broad representation from all campuses and across administrative and academic roles, as well as campus specific workgroups, should be put into place to provide the structure needed to power systemwide and local initiatives. It was also recommended to maintain the PRISMH task force until a new structure is established and operational.

State Legislative Request

As part of the Fiscal Year 2026-2027 Biennial Budget Change Item, “Enhancing the Student Experience,” a request has been made for new funds for both mental health and other basic needs that will enable the creation of a comprehensive continuum of mental health and wellbeing care across the system by:

- increasing the number of mental health providers systemwide to meet the critical need for services and treatment,
- expanding the number of wellness navigators and embedded counselors to increase access to mental health services in the colleges,
- adding mental health case coordinators to provide wrap around services for high-risk students,
- expanding substance use services to support students in recovery, and
- integrating programming to reach special populations who need support to be successful.

The \$9M requested for mental health and other basic needs across all system campuses will expand the number of mental health service providers, including adding counselors/therapists, psychiatry providers, a psychologist, embedded counselors, and care coordinators. It will also expand programming, integrating cultural practices and reaching targeted populations that are at high risk for not completing their degrees. Basic needs resources will expand programs that address food insecurity and help students with other basic needs through short-term emergency grants, expanded hours and locations of University food pantries, and access to additional staff who can assist them with navigating University, state, and federal programs and services.

Okanagan Charter

The [Okanagan Charter](#) is an international charter for health promoting universities and colleges. The charter is an outcome of the 2015 International Conference on Health Promoting Universities and Colleges. As of October 10, 2024, [31 institutions](#) in the United States have signed on as adopters of the charter and 282 United States colleges and universities have joined as institutional partners. The Okanagan Charter’s call to action is to “generate thriving communities and a culture of well-being.” It provides common language and a framework for colleges and universities to become “health and wellbeing promoting campus[es].” Specific action items for higher education institutions include:

- embedding health into all aspects of campus culture, across the administration, operations and academic mandates; and

- leading health promotion action and collaboration locally and globally.

This charter serves as a framework that the Student Representatives to the Board of Regents recommended exploring to solidify the University of Minnesota's commitment to be a campus that supports health and wellbeing.

Support for Student Mental Health Across the System

Board of Regents | Special Committee on Student Affairs | 12.12.24

Robert Dunbar

Associate Professor
Center for Learning Innovation,
Rochester campus

Colleen McDonald

Assistant Vice Provost, Executive Director
Boynton Health, Twin Cities campus



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Student Mental Health: National Landscape

38%

Moderate or severe
depression symptoms

34%

Moderate or severe
anxiety symptoms

50%

Life diagnosis of mental
disorders

61%

Mental health therapy/counseling
and/or psychiatric medication in
the past year

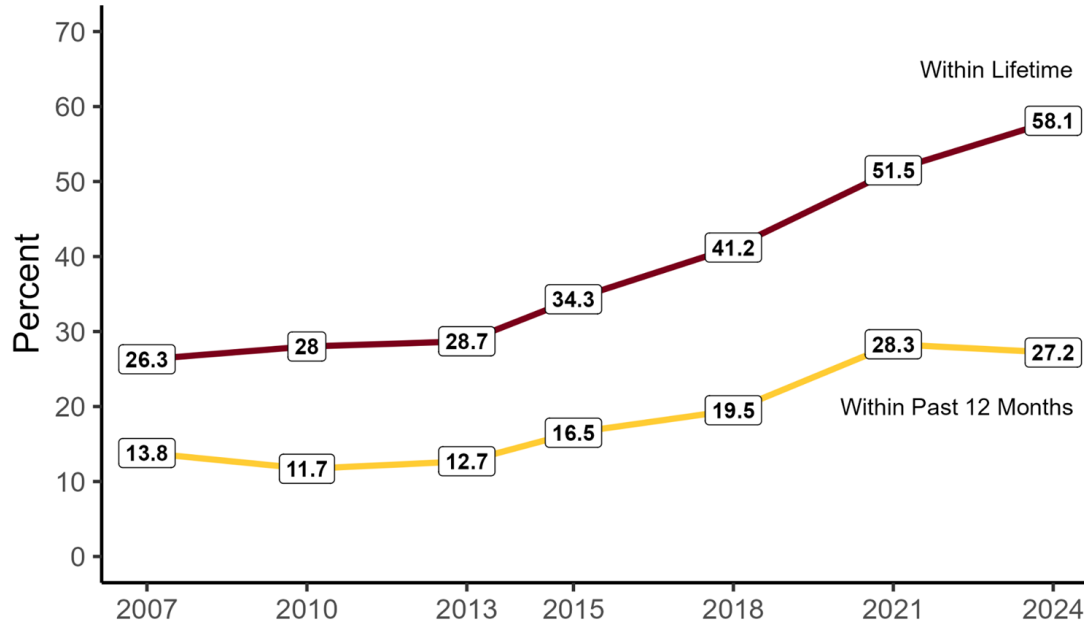
National Data: Healthy Minds Study 2023



Systemwide Mental Health Prevalence Trends

Any Reported Mental Health Diagnosis

University of Minnesota System Students

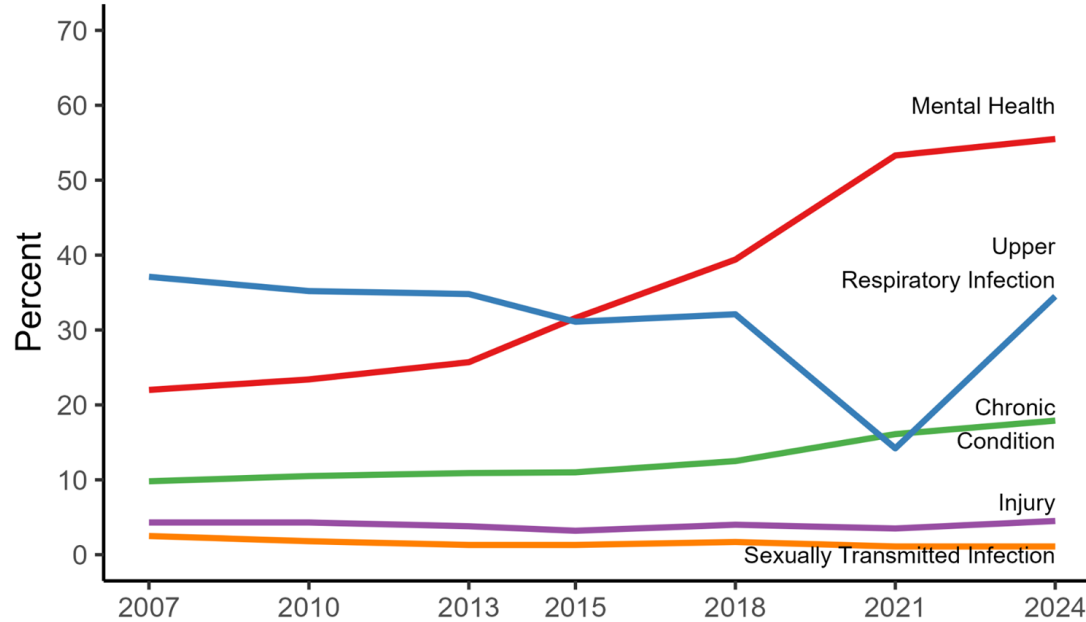


Data source: Boynton Health College Student Health Survey



Systemwide Health Prevalence Trends

Reported Health Issues in Past 12 Months
University of Minnesota System Students



Data source: Boynton Health College Student Health Survey



Systemwide Mental Health Services

All campuses offer:

- Urgent Counseling
- Protocall After Hours Crisis Line
- Care coordination/Case management
- Counseling/Therapy
- Substance use screenings
- Let's Talk
- Learn to Live
- Recharge spaces/supportive programs



Systemwide Mental Health Services

Additional Services that Vary by Campus:

- Psychiatry
- Groups
 - Affinity
 - Skill Building
 - Peer Support



Time | Patience | Courage

Counselor-facilitated meeting with other students experiencing grief.

WEDNESDAYS

4 - 6 PM

RDC Kirby 301 | Split Rock Room

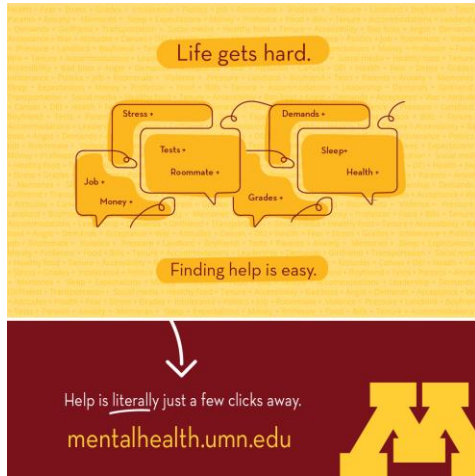
*No group during holidays, breaks, or closures.

For more info, email Sara: skcarl@d.umn.edu
or call Counseling Services 218-726-7913

UMD Health Services
UNIVERSITY OF MINNESOTA DULUTH
Driven to Discover



Snapshot of PRISMH Accomplishments



Resource Navigation Tool



Micro Trainings



Mental Health Training
(Advocates)

Transition of PRISMH

- New Name: *Student Mental Health and Wellbeing Initiative*
- Staff and faculty leadership for system coordination
 - Office for Student Affairs on the Twin Cities campus will lead; faculty will co-chair the initiative
- Mental Health committee will continue and advise
- New focus on innovation and prevention

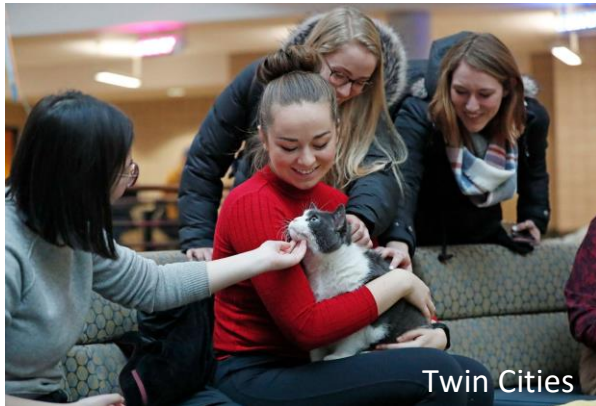


What's Ahead: Student Mental Health

- Student Experience Biennial Budget Request
- Okanagan Charter exploration



Discussion & Questions





BOARD OF REGENTS DOCKET ITEM SUMMARY

Special Committee on Student Affairs

December 12, 2024

AGENDA ITEM: Biennial Budget Request: Enhancing the Student Experience

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS:

Colleen McDonald, Assistant Vice Provost and Executive Director, Boynton Health, Student Affairs, Twin Cities campus
LeeAnn Melin, Associate Vice Provost for Student Success
Sara Newberg, Executive Director, Career Services Administration, Student Affairs, Twin Cities campus

PURPOSE & KEY POINTS

The purpose of this item is for the committee to discuss the FY 2026–27 biennial budget request to expand and enhance current programs for students across the University system. The request seeks to increase the University Operations and Maintenance general fund’s state appropriation by \$30 million. This increase will provide permanent investment in four main areas of the student experience:

- Student Mental Health and Basic Needs
- Student Success and Retention
- Active Learning Classrooms
- Career Preparation and Experience

BACKGROUND INFORMATION

The Board previously discussed this topic at the following meetings:

- October 2024: *President’s Recommended FY 2026–27 Biennial Budget Request - Action, Finance & Operations*
- September 2024: *President’s Recommended FY 2026–27 Biennial Budget Request - Review, Finance & Operations*

FY 2026–27 Biennial Budget Request: Enhancing the Student Experience Background Information

Request

The University of Minnesota requests a \$30 million increase to the base Operations and Maintenance general fund appropriation beginning in FY 2026 to expand and enhance current programs and services for students. This includes programming to meet students’ basic needs, promote student success and retention, enhance students’ in-person learning experience, and assist with students’ transition into the workforce. These priorities were selected based on feedback from students, increased demand for specific services, and past program/service performance.

Table 1: Request Summary <i>\$ in thousands</i>	FY 26	FY 27	FY 25-27	FY 28	FY 29	FY 28-29
Mental Health & Other Basic Needs	\$9,000	\$9,000	\$18,000	\$9,000	\$9,000	\$18,000
Student Success & Retention	\$8,000	\$8,000	\$16,000	\$8,000	\$8,000	\$16,000
Active Learning Classrooms	\$6,000	\$6,000	\$12,000	\$6,000	\$6,000	\$12,000
Career Preparation & Experience	\$7,000	\$7,000	\$14,000	\$7,000	\$7,000	\$14,000
Total Request – Student Experience	\$30,000	\$30,000	\$60,000	\$30,000	\$30,000	\$60,000

Rationale/Background

The University of Minnesota has a long history of providing an extensive array of student services across all five campuses. These programs have grown and evolved over time to meet students’ needs.

As illustrative examples, the University has continued to increase investments in services such as disability resources, academic advising, mental health support, and safety services over the last decade. Some of these investments have focused on short-term support for pilot programs while others have been longer-term investments to meet acute needs. The results of these investments are evident when looking at the University’s undergraduate retention and graduation rates.

The request covers four main areas of the student experience:

- Mental Health and Other Basic Needs
- Student Success and Retention
- Active Learning Classrooms
- Career Preparation and Experience.

Mental Health and Other Basic Needs Budget Proposal: \$9 million

Mental Health

The [Healthy Minds Network reported in 2019](#) that, among students with low GPAs, those students with mental health concerns were twice as likely to leave an institution without graduating. The study also found that 25% of students who showed symptoms of mental health issues dropped out, while only 9% of students without mental health concerns dropped out.

Prevalence of a recent mental health condition diagnosis among University of Minnesota students has been increasing since 2007, which aligns with [national trends](#). The most recent University of

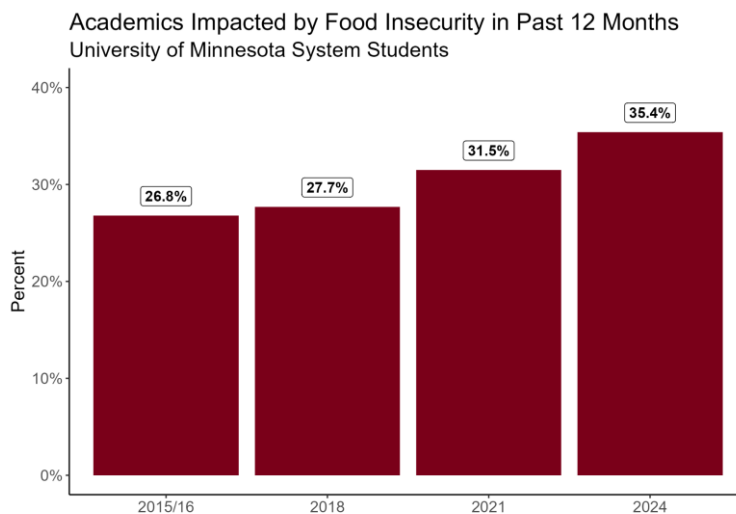
Minnesota [College Student Health Survey data](#) from spring 2024 shows that 58% of students across the University of Minnesota have received a mental health condition diagnosis in their lifetime, with 27% of students diagnosed in the past 12 months. That means that each year across the University of Minnesota System, approximately 18,500 students will receive a new mental health diagnosis while at school, likely experiencing high levels of distress that require additional support.

Additional state investment in support of mental health will expand services across the entire University of Minnesota system by: increasing the number of mental health providers, expanding the role of wellness navigators and embedded counselors to increase access to services, expanding substance use services to support students in recovery, increasing the number of mental health case coordinators to provide wrap around services for high-risk students, and integrating cultural and population specific programming.

Other Basic Needs

The number of students experiencing basic needs insecurity at the University of Minnesota Twin Cities campus is substantial and growing. Between 2021 and 2024, the percent of students who reported that they worried whether their food would run out before they got money to buy more increased 1.5 times from 13.7% to 21.8%; and students who reported that the food they bought did not last and they didn't have money to get more increased about 1.5 times from 8.4% to 12.4% (College Student Health Survey 2024). Many students struggle with food insecurity due to financial instability, rising food costs and inflation, and lack of access to food resources. These challenges are not limited to students on the Twin Cities campus; students on each of the campuses experience similar struggles.

Food insecurity threatens students' health and limits their educational and economic opportunities. Students struggling with affording and accessing food are more likely to report higher levels of stress and depression and have difficulty with attention, attendance, and other academic indicators that predict success (McCoy, et al., 2022). Over a third of University of Minnesota Twin Cities students who report food insecurity say it impacts their academics (College Student Health Survey 2024).



Data source: Boynton Health College Student Health Survey

Resources requested will expand programs systemwide that address food insecurity and help students with other basic needs through short term emergency grants, expanded hours and locations of University food pantries, and access to additional staff who can assist students with navigating University, state, and federal programs and services.

Student Success and Retention Budget Proposal: \$8 million

Student Success and Retention

The University strives to provide students with the guidance and support they need to ensure their retention, graduation and overall success. Similar to the increased need for mental health support, there has been an increase in student needs and expectations for services related to academic advising, academic skills development, and navigating the complexity of college and life circumstances. With current funding levels, we do not have the capacity to fully respond to these needs which negatively impacts student retention and success.

The resources requested will expand support for students systemwide through increased staff, intentional programming for underserved students, and investments in technology and infrastructure.

Student Success Team: Expand professional and peer support staff who can provide individualized, proactive, and just-in-time support for student success. By expanding the capacity to serve students, we can provide personalized guidance and coaching to help students navigate academic and college-related challenges. Staff would work closely with student cohorts that have faced lower retention rates and provide targeted and timely outreach to students as challenges arise.

Student Success Programming: Develop student success programs for students who have historically faced lower retention and graduation rates, including low-income, first-generation, indigenous students, and students of color. These programs are essential in equipping students with the academic skills, sense of belonging, and support necessary for college success.

Data Analytics and Infrastructure Support: Enhance student success and retention by further investing in data analytics, technology advancements, and infrastructure to support the student experience. This includes expanding APLUS, the undergraduate student success tool for staff and faculty, to become the unified platform for student data and retention efforts system-wide, and the development of a University of Minnesota app as a unified and mobile-friendly source of information for students to organize their university tasks and streamline the student experience.

Active Learning Classrooms and Maintenance Budget Proposal: \$6 million

Active Learning Classrooms & Maintenance

Active learning classrooms (ALCs) are student-centered, technology-rich classrooms designed to prompt interactive learning. An ALC has large student tables accompanied by whiteboards, flat-screen monitors, microphones, and moveable seating. This facilitates a wider variety of pedagogical

styles, including group projects and “flipped” classroom models. ALCs also have a teaching station that allows the instructor to select, project, and highlight student work from any table.

Demand for ALCs on all campuses continues to grow. For example, on the Twin Cities campus, large capacity ALCs have a 100% utilization rate at peak time periods, and requests for these classes are not being met. For fall 2023 and spring 2024, the Office of Classroom Management (OCM) had over a dozen requests each term that went unfulfilled, with additional requests after the deadlines. Investing in these classrooms provides expanded opportunities for students to experience an active and engaged learning environment. Funding will provide upgrades across the system, including long-term maintenance and replacement of outdated technologies in more traditional classrooms.

Career Preparation and Experience Budget Proposal: \$7 million.

Student Career Preparation & Experience

Investments in career preparation and supporting experiences are crucial to meet the rising expectations of students and families to realize a return on their investment as well as to meet the workforce demands of Minnesota employers. In Minnesota, the number of high school students not pursuing higher education has increased to over 40% causing concern for Minnesota employers who depend on the University to fuel their workforce needs.

This request will provide funding to expand internship opportunities, provide individualized career coaching, redesign and expand undergraduate research and scholarship opportunities, centrally coordinate employer outreach, and implement a new Comprehensive Learner Record, which is a long-awaited system to help students document and communicate their learning, extracurricular activities, and credentials.

Expansion of Student Internship Opportunities: Internships, co-ops and experiential learning opportunities prepare students for post-graduation success and contribute to student retention and graduation. The University currently provides these experiences, but with twice as many applicants as available internships, there are simply not enough opportunities to meet student demand.

Expansion opportunities include:

- Financial support to students undertaking unpaid or underpaid internships and community engagement experiences to ensure equitable access for low-income students.
- Targeted programming such as credentialing, micro-internships or project experiences to align with emerging high-demand professional labor market demands.
- Increased guidance to help students locate and compete effectively for opportunities.
- Support of faculty and staff to develop quality internship experiences and related coursework.

- Development of on- and off-campus student employment and community engagement experiences that provide internship-level experiences that are readily accessible to students.

Individualized Career Coaching: Career support for students is most successful when students have timely access to individualized career coaching supported by systemic communications and tracking technology that scales career education to reach every student. Resources would allow for expanded career coaching and integrated programming to support the students who most need it in order to address individual barriers to career progress. In addition, the goal is to develop a system-wide student career tracking system so staff can efficiently direct their efforts at students who are not progressing in the career planning, with a particular focus on underrepresented students. Support in this area would offer an array of online resources for 24/7 support of career preparation such as online resume reviews, interview preparation, job search, and labor market information.

Redesign and Expand Undergraduate Research: Students gain valuable skills and knowledge through engagement with faculty research. The inability to offer these opportunities to students is limited due to the lack of resources and the one-size-fits-all approach. Investments in undergraduate research would support a major restructuring to expand and incentivize this high-impact practice, and tailor opportunities organically from within each department. In addition, this initiative targets the engagement of students in the honors program, a group characterized by high motivation and exceptional academic achievement.

Centrally Coordinate Employer Outreach: Career services at the University operates on a decentralized model which offers advantages in tailoring career programming at the college level, but results in a complex patchwork of entry points for employers. Recently, 74% of UMN employers indicated that they would prefer to recruit students across college boundaries. The current situation frustrates employers and disadvantages many students who cannot easily access the full range of opportunities available to them. The goal is to create a unified entry point to help employers navigate engagement opportunities with students across the University in collaboration with the Corporate Engagement Center. This would allow for proactive outreach to employers and industry groups throughout Minnesota to inform them of talent-related initiatives and guide them to accessing students. Additional support for career outreach would also provide programs for employers who wish to recruit students across majors. Lastly, funding would allow for programming and events to connect students and employers in underserved career fields.

Implement a Comprehensive Learner Record: A Comprehensive Learner Record (CLR) is an official record of a student's campus activities and leadership, their traditional academic transcript, learning outcome information, and alternative credentials such as badges and certificates. An institutionally verified record is key for students to communicate their achievements and learning to employers. Badging and other non-traditional credentials verify students have learned career-applicable skills. This aligns

with the [Minnesota Office of Higher Education Credentials of Value](#) priority. Resources will support the development of a long-awaited system to help students document and communicate their learning, activities, and credentials.

Biennial Budget Request: Enhancing the Student Experience

Board of Regents | Special Committee on Student Affairs | 12.12.24

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UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

The Student Experience



Basic Needs: *\$1.5 million*

Increase availability
of food, health, and
hygiene products
on campuses

More support
and systems to
help students
meet basic needs

Expanded
availability of
short-term
grants



Mental Health: *\$7.5 million*

Expand current services and hire additional providers

Create programming for targeted at-risk populations and wellbeing hubs

Evaluate interventions to measure impact on retention and graduation rates



Student Success and Retention: *\$8 million*

Student Success Team

Expand professional and peer support staff who can provide individualized, proactive, and just-in-time support for student success.

Student Success Programming

Develop & expand student success programs designed for students who have historically faced lower retention and graduation rates.

Data Analytics & Infrastructure

Invest in data analytics, technology advancements, and infrastructure to support a seamless student experience.

Active Learning Classrooms & Upgrades: *\$6 million*

Invest in Active Learning Classrooms to provide expanded opportunities for students to experience an active and engaged learning environment.



Career Preparation and Experience: *\$7 million*

More Student Internships

Increase internship and career readiness opportunities. Assist students in finding experiences and addressing barriers.

Coordinate Employer Outreach

Create a unified entry point for employers to offer opportunities to students across the UMN System.

Expanded Undergraduate Research Opportunities

Increase opportunities and participation in discipline-specific research.

Targeted Career Coaching and Support

Expand the career progress tracking system to the full UMN System and better support for students not progressing in career milestones.



Enhancing the Student Experience: Kat's Story



BASIC NEEDS



MENTAL HEALTH



**STUDENT SUCCESS
& RETENTION**



**CAREER PREPARATION
& EXPERIENCE**

