

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Academic and Student Affairs Committee

Thursday, December 12, 2013

10:00 a.m. - 12:00 p.m.

600 McNamara Alumni Center, East Committee Room

Committee Members

Patricia Simmons, Chair
Linda Cohen, Vice Chair
Thomas Devine
David Larson
Peggy Lucas
Abdul Omari

Student Representatives

Meghan Mason
Joelle Stangler

AGENDA

1. Board of Regents Policy: *Commercialization of Intellectual Property Rights* - Review - B. Herman/J. Schrankler (pp. 2-9)
2. Undergraduate Education Updates & Future Goals - K. Hanson/R. McMaster (pp. 10-73)
3. Undergraduate Tuition & Financial Aid Philosophy - K. Hanson/R. McMaster (pp. 74-77)
4. Consent Report - Review/Action - K. Hanson (pp. 78-83)
5. Information Items - K. Hanson (pp. 84-93)



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic and Student Affairs Committee

December 12, 2013

Agenda Item: Board of Regents Policy: *Commercialization of Intellectual Property Rights*

review review/action action discussion

Presenters: Vice President Brian Herman
Jay Schrankler, Executive Director, Office for Technology Commercialization

Purpose:

policy background/context oversight strategic positioning

Policy Section II, Subd. 4 and Section V, Subd. 1(b) have been revised. The proposed policy amendment is intended to exclude from University ownership intellectual property (IP) created by undergraduate or graduate students during course work taken for credit as long as the resources used were routinely made available to all students in the course; the IP was not based upon pre-existing University-owned IP nor is a University employee or outside individual a co-inventor; and the class or project was not supported by a third party or corporation or government grant or contract.

The policy was last reviewed and amended December 10, 2010. Current policy revisions have been reviewed and accepted by the appropriate faculty and administrative governance groups.

Outline of Key Points/Policy Issues:

The intent of the recommended policy amendment is to clarify that the University owns intellectual property that results from *research activity* while the student owns IP that results from *academic or educational activity*.

- The University's basic agreement with students is to provide an education, for which they pay tuition. Experiential programs and courses offer real-world problem-solving opportunities for students:
 - Students should own/control the results of their educational efforts, including any IP generated.
 - The University claiming ownership of coursework IP changes this fundamental relationship.
- Companies contribute real-world problems and projects for experiential courses and understandably value the solutions:
 - Companies want to work with students whom they may someday hire, and also expect to own any IP generated.
 - Faculty are protective of relationships with companies providing projects, and want the companies to have access to the IP without having to license it from the university.

- Faculty teaching experiential courses must:
 - Inform students of the requirement to transfer ownership of inventions to a sponsor at the beginning of the semester.
 - Provide alternative projects to those where students would otherwise be compelled to assign IP to a company providing a project.

The Office for Technology Commercialization (OTC) has and will continue to provide advice and guidance to students to commercialize their coursework IP. One vehicle OTC will use is the Minnesota Innovation Corps (MIN-Corps), a cross-disciplinary program established to educate and support students, post-docs and faculty who are interested in transitioning their STEM ideas, devices, processes or other intellectual activities into the marketplace.

OTC will fully assist with protecting and marketing IP of students who wish to assign their ownership rights to the university, in the same manner as IP arising from research activity.

Background Information:

Prior to 2007, this policy specifically excluded IP created within a course taken for credit: “Intellectual property created solely for the purpose of satisfying a course requirement is owned by the creator ...”

In December 2007, the policy was amended to capture ownership of IP created within a course taken for credit: “The University shall be the sole owner of [IP] ... created by students or post-doctoral or other fellows in the course of their academic duties ...”

With this amendment, the University will be in the company of other Big Ten, land-grant universities that allow students to own IP created in courses taken for credit (e.g. Illinois, Penn State, Ohio State, Purdue).

President's Recommendation for Action:

The President recommends adoption of proposed amendments to Board of Regents Policy: *Commercialization of Intellectual Property Rights*.



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Academic

COMMERCIALIZATION OF
INTELLECTUAL PROPERTY RIGHTS

Adopted: December 14, 2007

Amended: December 10, 2010

DRAFT for review December 12, 2013

COMMERCIALIZATION OF INTELLECTUAL PROPERTY RIGHTS

SECTION I. SCOPE.

This policy governs patents and the ownership, commercialization, and dissemination of intellectual property rights in technology created at the University of Minnesota (University).

SECTION II. EXCLUSIONS.

Subd. 1. Copyright. With the exception of the commercialization of intellectual property rights in software owned by the University, this policy shall not apply to the ownership or use of copyrighted works that are governed by other Board of Regents (Board) or administrative policies.

Subd. 2. Trademarks. With the exception of intellectual property rights in University trademarks that identify University-owned plant varieties or that are commercialized in conjunction with other technology covered by this policy, this policy shall not apply to the use of University-owned or licensed names, trademarks, or service marks.

Subd. 3. Equity Interests. This policy shall not apply (a) to the University's acquisition of equity securities in a publicly held company or appointment of a voting member to the governing body of a publicly held company or (b) to the acquisition of equity securities of a publicly held company by a University employee.

Subd. 4. Student-Created Technology. This policy shall not apply to technology created or reduced to practice by University students to fulfill a University course requirement unless (i) the development of the technology was funded, in whole or in part, by an external sponsor; (ii) the technology was an improvement of an invention in which the University holds the intellectual property rights; (iii) a University faculty member or other University employee was a co-inventor of the technology; or (iv) substantial University resources were used to develop or reduce the technology to practice. This policy does not prohibit the University from conditioning participation in a University course or other University-sponsored activity on an individual's assigning to or licensing to the University the rights in technology created or reduced to practice in the course or activity.

SECTION III. DEFINITIONS.

Subd. 1. Inventor. Inventor shall mean a University employee, student, or postdoctoral or other fellow who invents technology.



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Subd. 2. Technology. Technology shall mean the following items and their related intellectual property rights:

- (a) a discovery or invention, patentable or not;
- (b) software owned by the University; and
- (c) trademarks owned by the University that identify University-owned or University-licensed plant varieties or that are commercialized in conjunction with other technology covered by this policy.

Subd. 3. University Official. University official shall mean a person defined as a University official in Board of Regents Policy: *Institutional Conflict of Interest* and any person covered by administrative policies or procedures implementing that policy.

Subd. 4. Controlling Equity Interest. Controlling equity interest shall mean the University's ownership of equity securities of a licensee sufficient to grant the University the power to direct the licensee's management. The University shall be considered to have a controlling equity interest in a licensee under this policy if:

- (a) the University owns a majority of the voting equity interest in the licensee; or
- (b) the University has the power to appoint a majority of the voting members of the governing body of the licensee.

Subd. 5. Licensee. Licensee shall mean a for-profit, privately held company to which the University licenses or assigns intellectual property rights in University-owned technology.

Subd. 6. Net Income. Net income shall mean the gross monetary payments the University receives in consideration for granting rights in the technology less (a) the University's out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that technology and (b) a fifteen percent administrative fee of the gross monetary payments to help defray the costs associated with operating the Office of Technology Commercialization. Fees, charges, and other monetary payments made to the University to compensate it for administering intellectual property agreements or seeking and maintaining intellectual property protection for technology shall not be considered monetary payments under this policy.

SECTION IV. GUIDING PRINCIPLES.

The following principles shall guide the University in commercializing technology:

- (a) The primary mission of University research is the generation and dissemination of knowledge, and academic freedom requires that faculty, staff, and students be free to pursue areas of research and study without regard to the potential for the creation of inventions.
- (b) The development and dissemination of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas is a valued



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- supplement to scholarly publications.
- (c) University commercialization activities shall not inhibit the ability of University researchers to pursue research of their choosing, to publish results of their work in a timely manner, and otherwise to exercise their rights of academic freedom.
 - (d) Licensing University-owned technology to private companies promotes the University's interest in successful commercial development of University-owned intellectual property. In some circumstances, a non-commercial method of distribution, such as open source sharing of technology or licensing for humanitarian needs, may be the preferred method of providing public access to, and use of, University discoveries.
 - (e) The University may own a controlling equity interest and assert control over the direction and management of a licensee only when doing so (1) enhances the potential for the licensee to successfully develop and make available to the public useful products and services and (2) increases the potential value of the University's investment.

SECTION V. OWNERSHIP OF TECHNOLOGY.

Subd. 1. Ownership. The University shall be the sole owner of all rights, titles, and interests (including intellectual property rights) in and to technology:

- (a) created by University employees in the course of their employment;
- ~~(b) created by students or post-doctoral or other fellows in the course of their academic duties or appointments; or~~
- ~~(c)~~(b) created by individuals, including employees, students, or post-doctoral or other fellows, using substantial University resources.

Subd. 2. Assignment of Intellectual Property Rights. Inventors assign to the University all rights, titles, and interests, if any, in and to technology owned by the University.

Subd. 3. Ownership Under Third Party Agreements. Ownership of and rights in technology are subject to the terms of written agreements between the University and third parties under which the University, solely or in collaboration, conducts research or other activities. Under these agreements, the University may claim, disclaim, or otherwise grant or accept rights in technology as appropriate and desirable.

Subd. 4. Waiver of University Rights. Consistent with administrative policies and procedures, the president or delegate is authorized to waive or otherwise assign to an inventor all or part of the University's rights, titles, or interests in or to a technology created by the inventor.

Subd. 5. Rights to Publish. At the University's request, inventors shall delay the publication or public disclosure of any descriptions of technology for a brief period of time to permit the registration, application for, and protection of the intellectual property



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rights in the technology.

Subd. 6. Rights to Third Parties. The president or delegate may assign, license, or otherwise grant a third party the right to use technology royalty-free or in exchange for cash, stock or other securities, or other tangible or intangible property.

**SECTION VI. DISTRIBUTION OF INCOME FROM
COMMERCIALIZATION OF TECHNOLOGY.**

The University shall share with inventors the net income from the commercialization of technology as follows:

- (a) thirty-three and one-third percent to the inventors;
- (b) twenty-five and one-third percent to the department, division, or center that supported the creation of the technology, to be spent in support of the inventor's research or directly related University work;
- (c) eight percent to the collegiate unit that supported the creation of the technology; and
- (d) thirty-three and one-third percent to the Office of the Vice President for Research, to be spent in support of the University's technology commercialization activities and to fund University research and scholarly activity.

The president or delegate may change the distribution to collegiate units or to departments, divisions, or centers if such amounts become disproportionate compared to their budgets or if there have been administrative organizational changes, including an inventor's movement among units or departments. The president or delegate also may distribute to inventors a portion of the net income from commercialization of technology in the form of a bonus or salary supplement.

**SECTION VII. EQUITY, CONTROLLING INTERESTS, AND
ASSISTANCE WITH COMMERCIALIZATION.**

Subd. 1. Disposition of Equity Securities. The University shall sell the equity securities acquired under this policy as soon as prudent and in strict compliance with all applicable federal and state laws. The cash proceeds derived from the sale of equity securities shall be distributed in the same proportions as income derived from technology.

Subd. 2. Acquiring a Controlling Equity Interest in the Commercialization of Technology. In acquiring, as part of a transaction to commercialize technology, a majority or other equity interest in a company that grants the University the power to direct the company's management or the power to appoint a majority of the voting members of the governing body of the company, the following prohibitions shall apply:

- (a) Except as permitted under other applicable Board policies, the University shall



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not make a cash investment in, lend money to, or guarantee the obligations of the company; and

- (b) University officials shall not purchase or invest, directly or indirectly, in the equity securities of a licensee as long as the licensee is privately held, except that University employees who are not University officials may purchase or invest, directly or indirectly, in such equity securities if permitted under Board of Regents Policy: *Individual Business or Financial Conflict of Interest* and other applicable Board policies.

Subd. 3. Appointment of Voting Members to Governing Bodies as Part of the Commercialization of Technology. The president shall appoint voting members to the governing bodies of privately held companies commercializing technology. A University-appointed member shall:

- (a) be a University employee with demonstrated experience and competence in technology commercialization and in the creation, management, and capitalization of privately held companies; and
- (b) be reasonably insured against liability arising from service on the governing bodies of such companies.

A University-appointed member:

- (a) shall not accept compensation for service as a member of the governing body of the company, but may accept reasonable reimbursement for service-related expenses;
- (b) shall comply with University policies and procedures;
- (c) shall discharge fiduciary and contractual responsibilities to the company, subject to the performance of University duties as provided in Board and other University policy and procedures; and
- (d) shall resign as a voting member of the governing body of the company prior to the company's becoming publicly held, unless the president or delegate approves an extension of the appointment.

Subd. 4. Use of Technology Commercialization Income to Assist Commercialization by Non-University Entities. The president or delegate may authorize non-University entities to use income the University earns from technology commercialization to directly encourage, promote, or assist with the commercialization and development of University intellectual property. The commitment of financial support for particular projects shall not exceed \$250,000, consistent with Board of Regents Policy: *Reservation and Delegation of Authority*.

SECTION VIII. REPORTING.

The president or delegate shall report annually to the Board on University activities



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under this policy.

SECTION IX. IMPLEMENTATION.

The president or delegate shall implement this policy and maintain appropriate policies and procedures to administer it.

Supersedes: Educational Materials dated April 14, 1967, Patent and Technology Transfer dated October 10, 1986, Intellectual Property adopted October 8, 1999, Use of Royalty Income to Support Technology Commercialization adopted March 12, 2004, and Acquiring Controlling Equity Interests in Technology Licensees adopted December 8, 2006.



**UNIVERSITY OF MINNESOTA
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Academic and Student Affairs Committee

December 12, 2013

Agenda Item: Undergraduate Education Updates and Future Goals

review review/action action discussion

Presenters: Senior Vice President/Provost Karen Hanson
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education

Purpose:

policy background/context oversight strategic positioning

To report on the status of strategic undergraduate initiatives and ongoing efforts to improve graduation and retention rates and enhance student outcomes.

Outline of Key Points/Policy Issues:

Recent progress on the undergraduate initiatives has been substantial and is critical to advancing the strategy that calls for the University to “recruit, educate, challenge, and graduate outstanding students.” This report focuses on the progress made on the Twin Cities campus since last year’s report in December 2012. Although the focus is on the Twin Cities campus, system-wide retention and graduation rates are also documented.

Key Points

The docket materials include data on:

- Characteristics of the Twin Cities campus fall 2013 freshman class.
- First-year retention and 4-, 5-, and 6-year graduation rates for all campuses.
- The three legislative performance measures related to undergraduate education:
 - Graduation rate for low-income undergraduates (TC campus)
 - Number of undergraduate degrees awarded in STEM fields (TC campus)
 - Graduation rates for all campuses (UM system-wide)
- Twin Cities campus undergraduate initiatives focused on student success:
 - University Honors Program
 - Center for Academic Planning and Exploration
 - President’s Emerging Scholars
 - Curriculum
 - Welcome Week
 - Undergraduate Research
 - Service Learning

Discussion Items for Twin Cities Undergraduate Education

- Comprehensive enrollment management planning strategies
- Role of advising services and advising tools
- Transfer student success strategies
- Emphasizing four-year graduation

Background Information:

2013 University Plan, Performance, and Accountability Report: Annual Report to the Board of Regents, October 2013 (pages 14-39, focused on undergraduate education on the Twin Cities campus).

December 13, 2012, *Undergraduate Education Update & Goals for the Future*, Educational Planning and Policy Committee

February 9, 2012, *Twin Cities Undergraduate Curriculum Overview*, Educational Planning and Policy Committee

December 8, 2011, *Annual Update on Undergraduate Retention & Graduation Rates*, Educational Planning and Policy Committee

December 9, 2010, *Focus on Undergraduate Education*, Educational Planning and Policy Committee

December 10, 2009, *Focus on Undergraduate Education*, Educational Planning and Policy Committee

December 11, 2008, *Update: Undergraduate Academic Initiatives*, Educational Planning and Policy Committee

Twin Cities Undergraduate Education Update & Future Goals

Board of Regents Academic and Student Affairs Committee

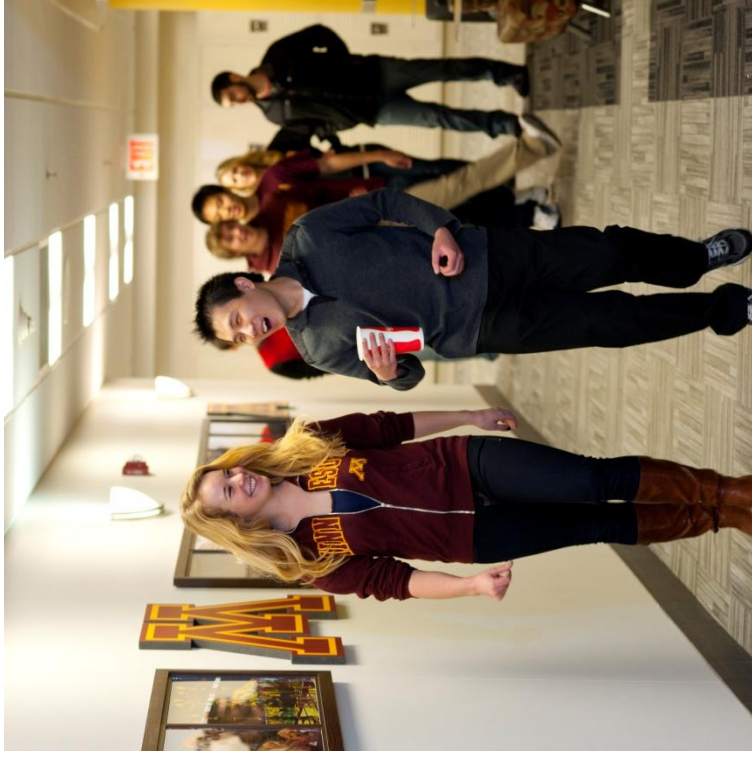
December 12, 2013

Karen Hanson

Senior Vice President and Provost

Robert McMaster

Vice Provost and Dean of Undergraduate Education



TWIN CITIES CAMPUS FALL 2013

UNDERGRADUATE STUDENT ENROLLMENT

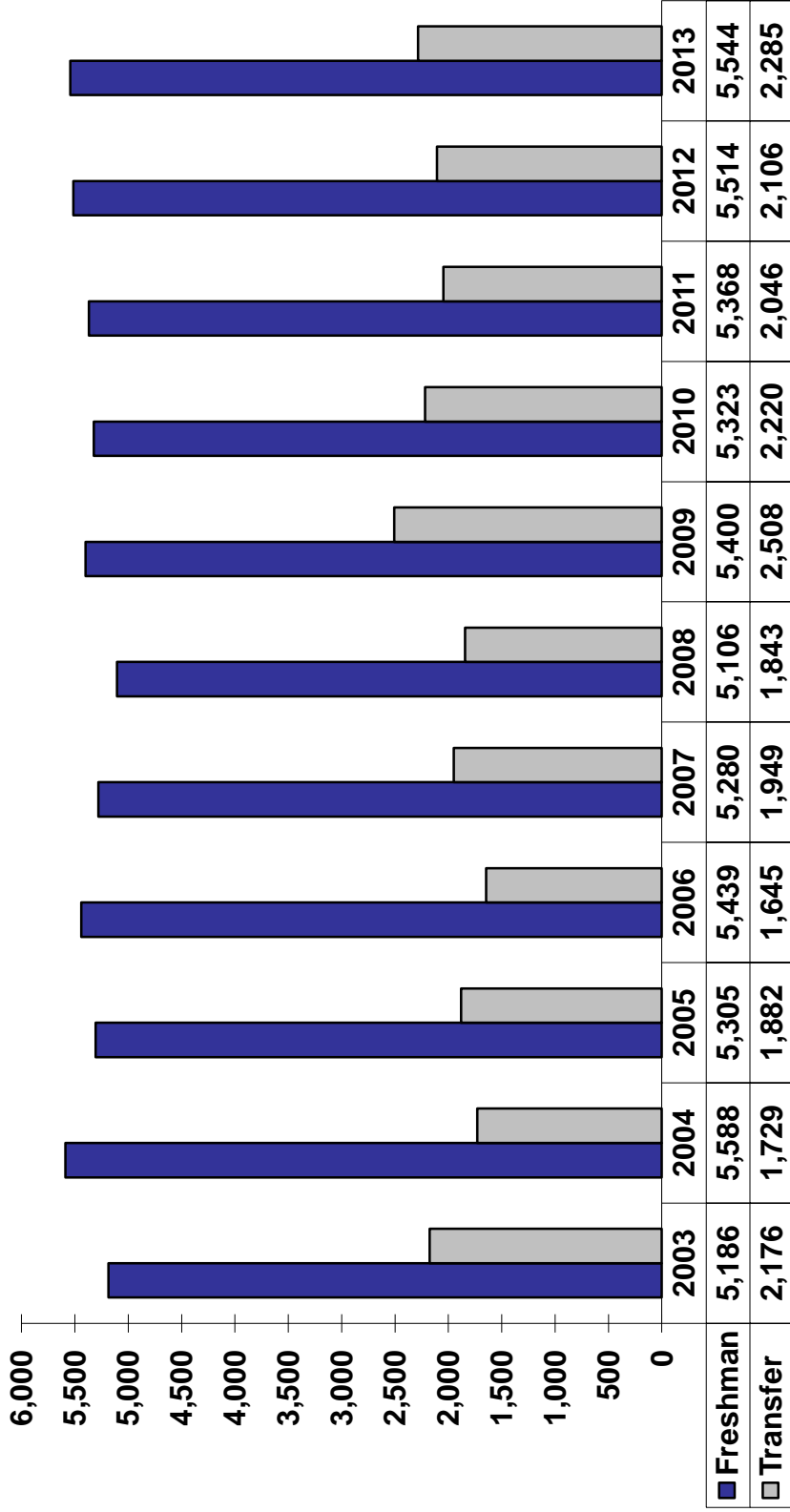
30,271

Degree-Seeking Undergraduate Students Enrolled in Twin Cities Colleges, Fall 2013

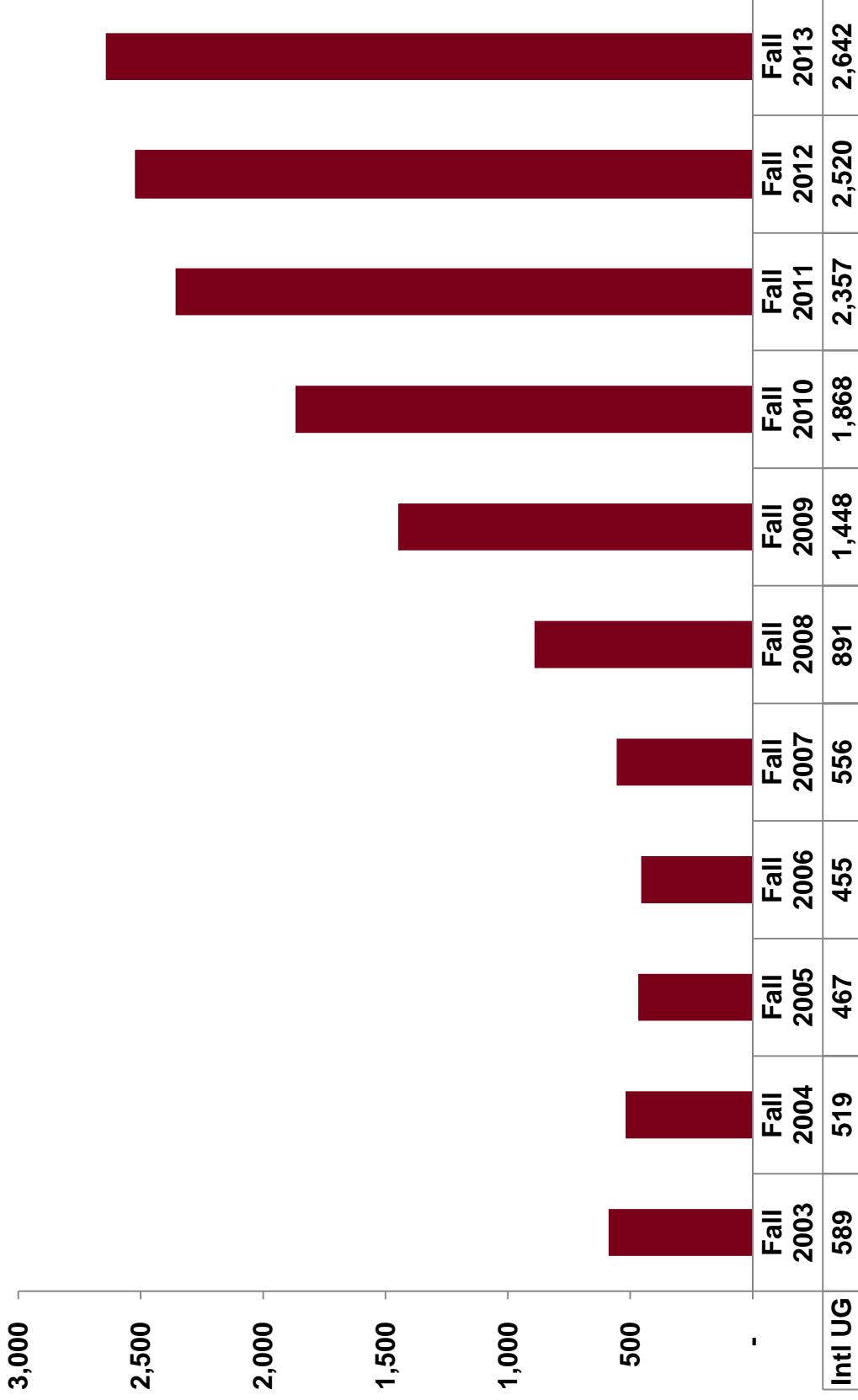
13,988	Liberal Arts
5,150	Science and Engineering
2,348	Carlson School of Management
2,342	Education and Human Development
2,005	Biological Sciences
1,939	Food, Agricultural and Natural Resource Sciences
1,277	Design
614	Health Sciences (Nursing, Dentistry, CLS, Mort. Sci.)
608	Continuing Education

Twin Cities Campus Freshman and Transfer Enrollments

Freshman = NHS; Transfers = NAS



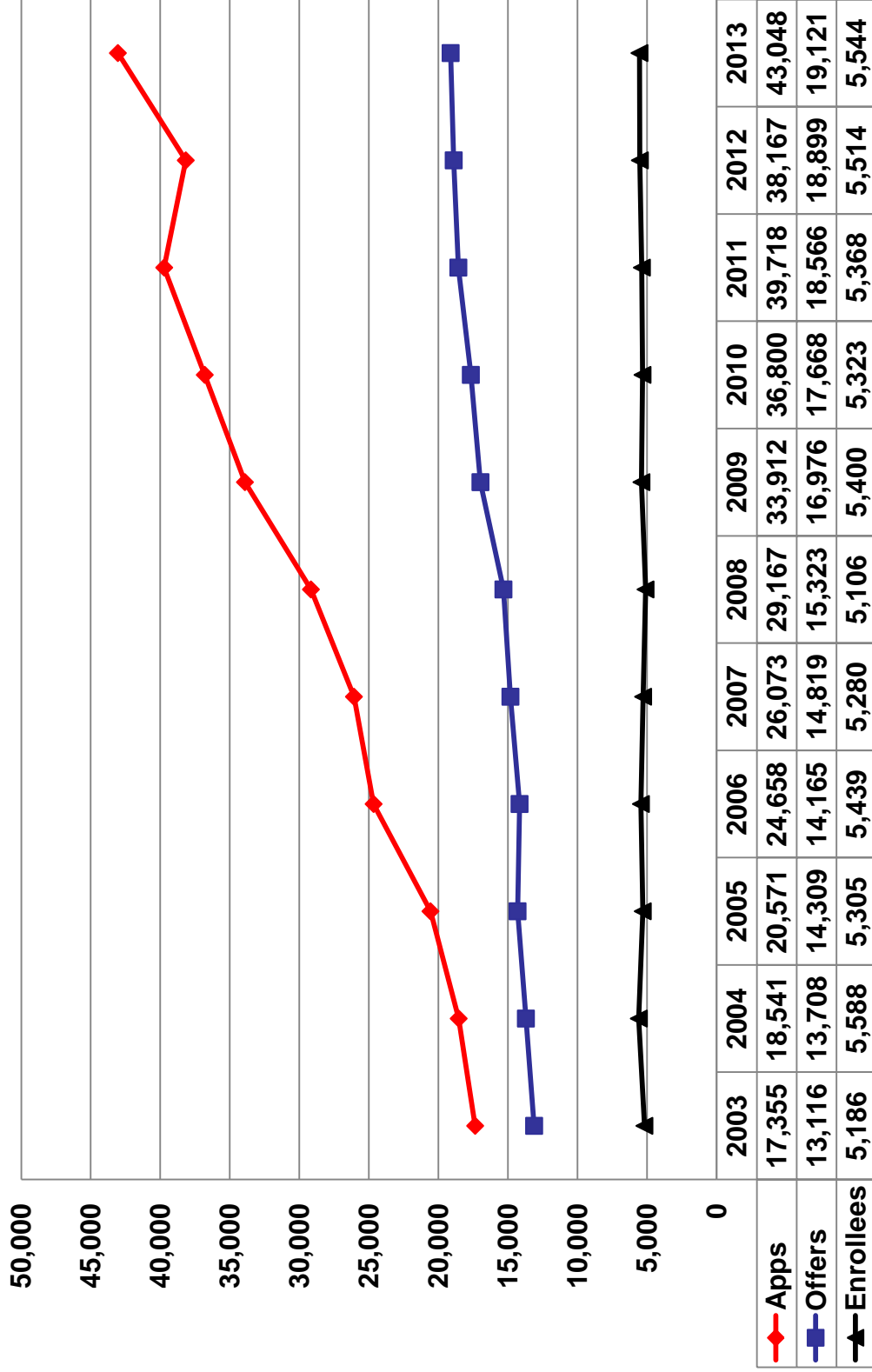
Total International Undergraduate Enrollment Twin Cities Campus



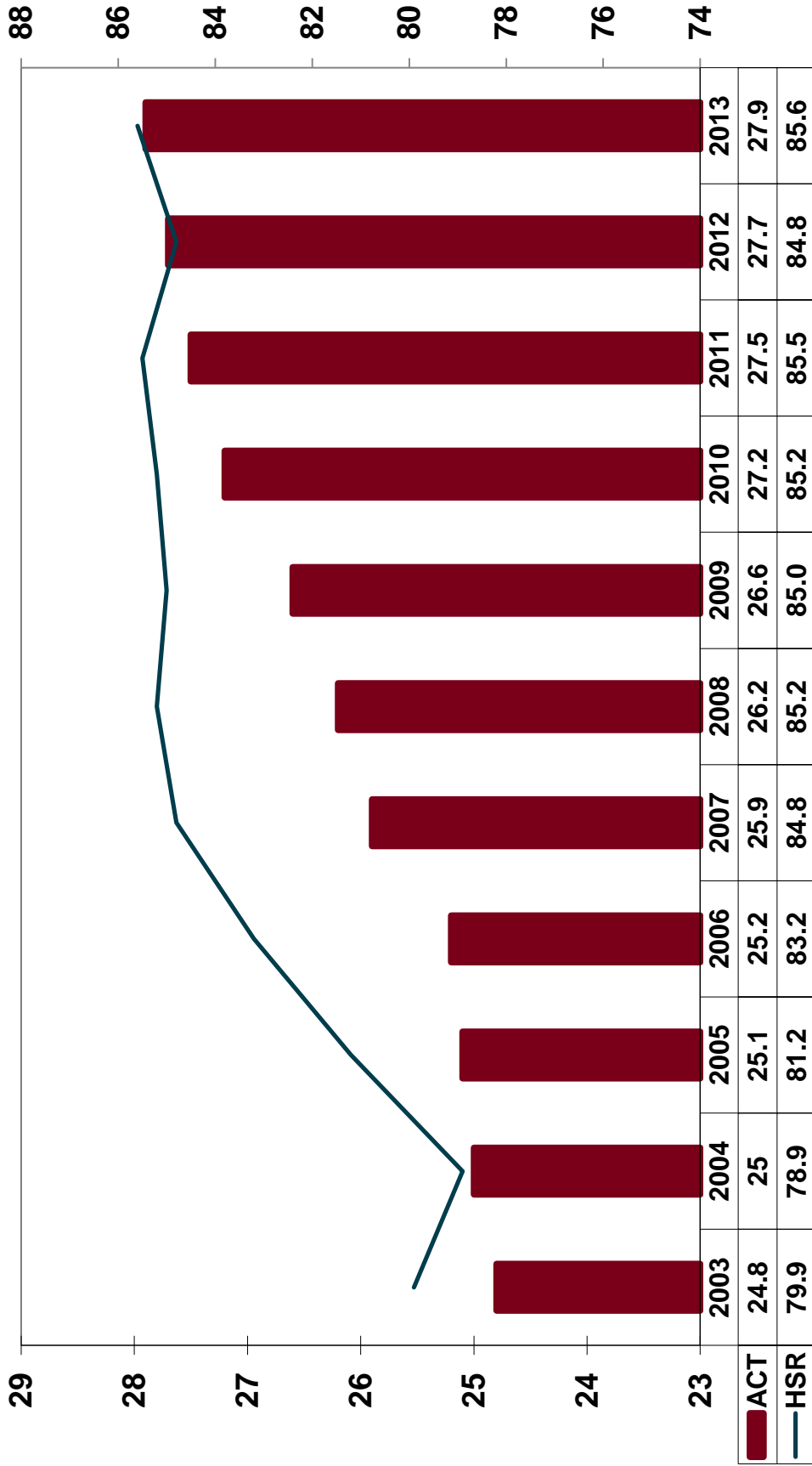
TWIN CITIES CAMPUS: FALL 2013 FRESHMAN CLASS



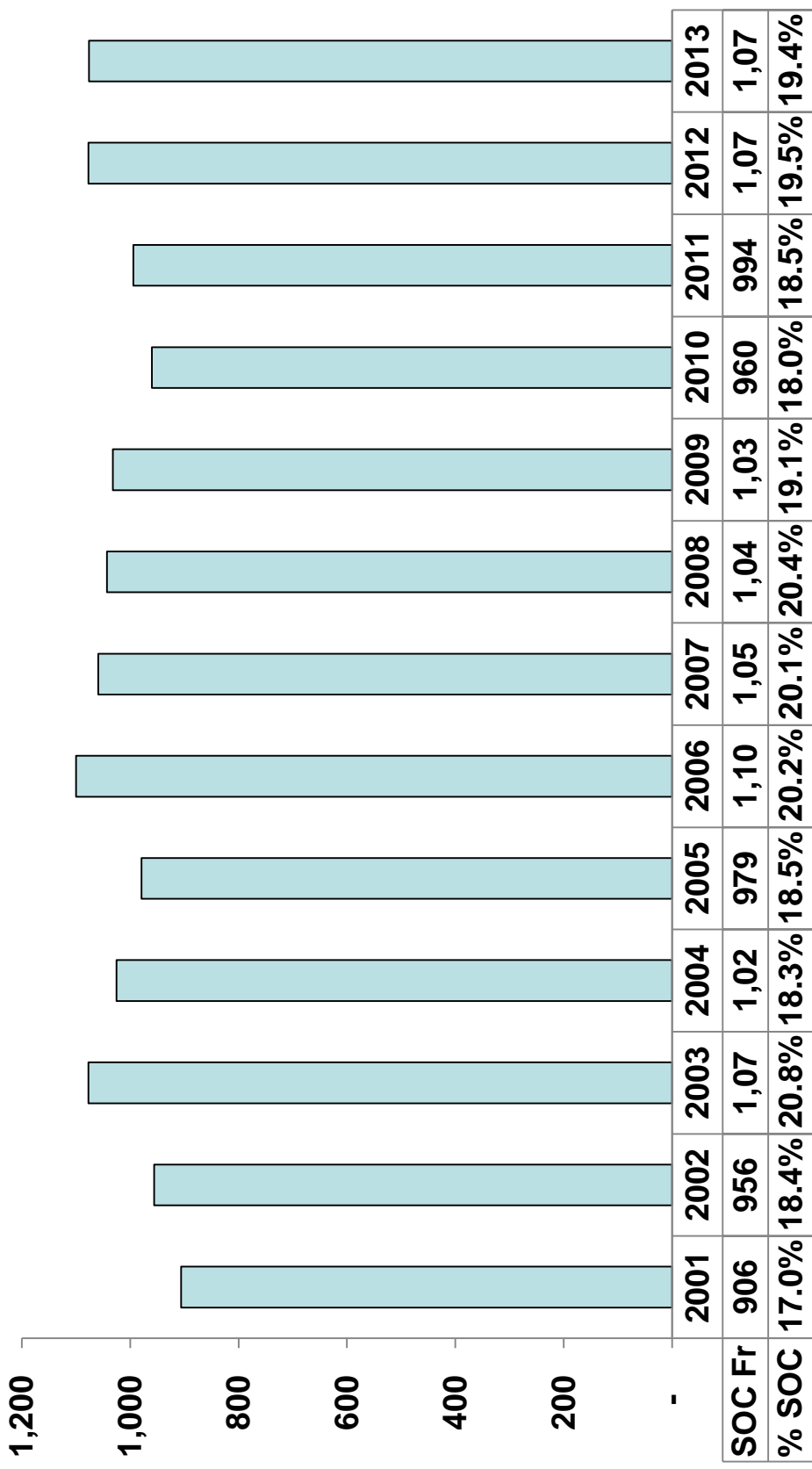
Freshman Applicants, Offers, and Enrollees



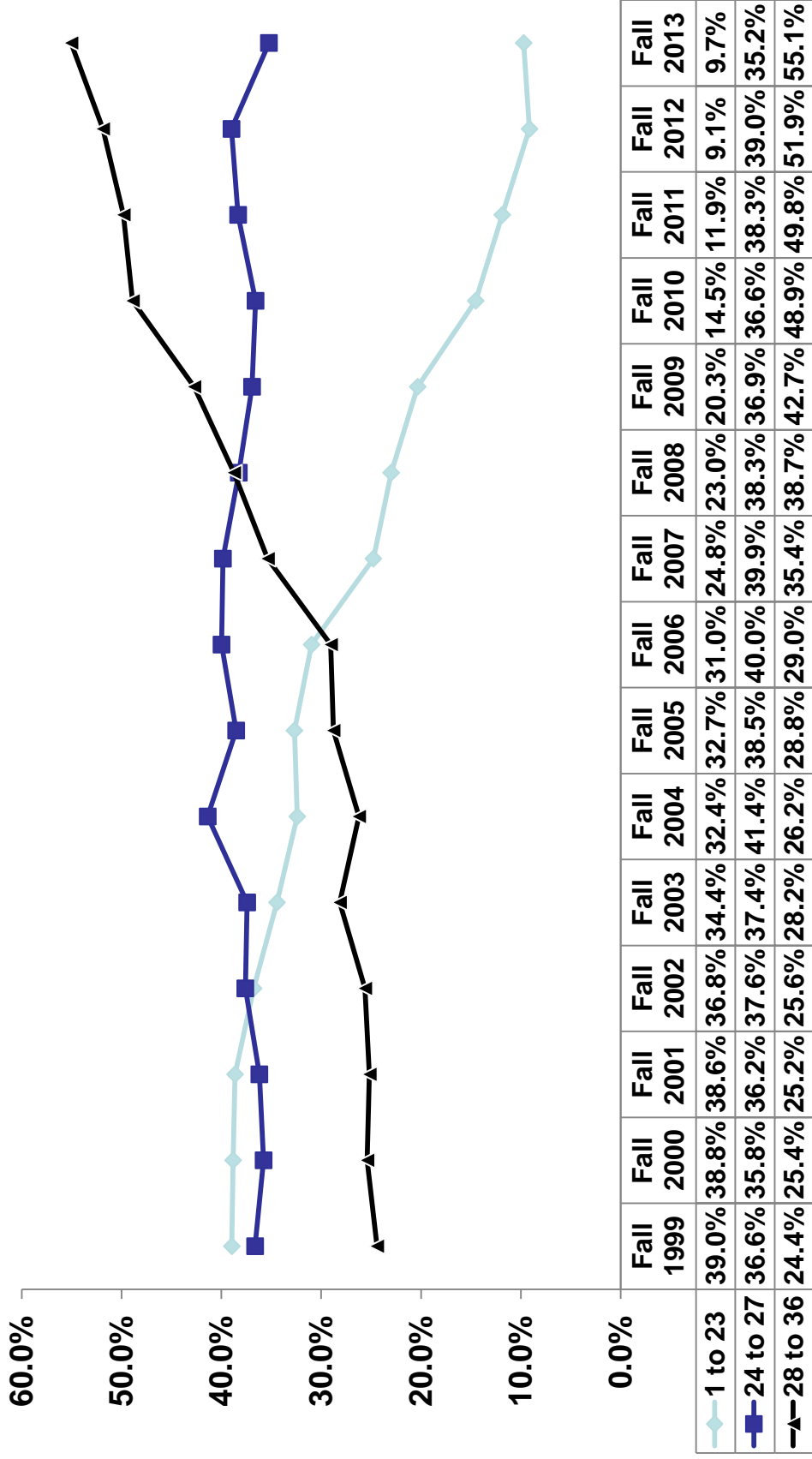
Average ACT Composite and High School Rank of Enrolled Freshmen University of Minnesota – Twin Cities



Student of Color Freshman Enrollment Twin Cities Campus



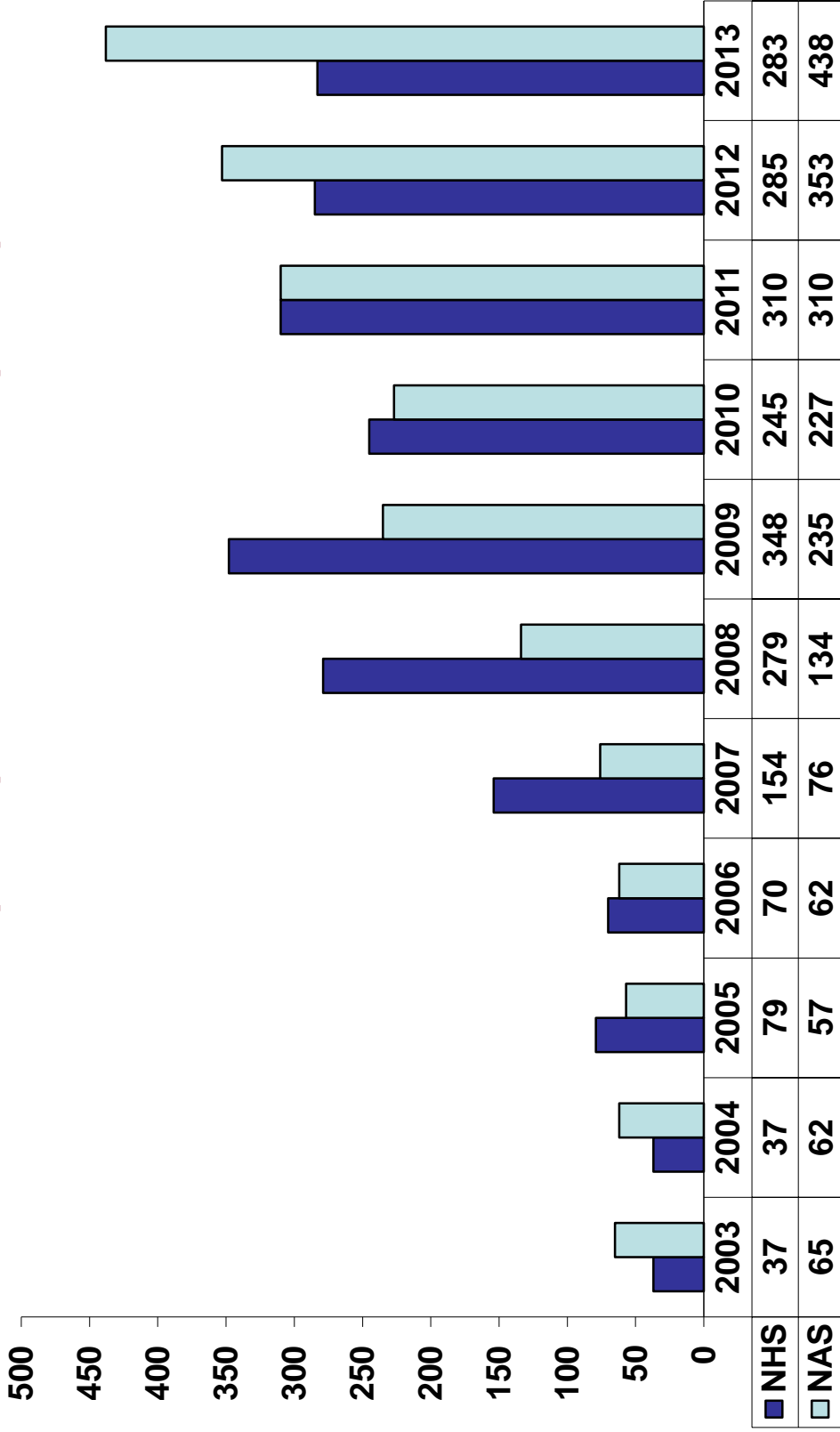
Enrolled Freshmen by ACT Score Category: Twin Cities Campus



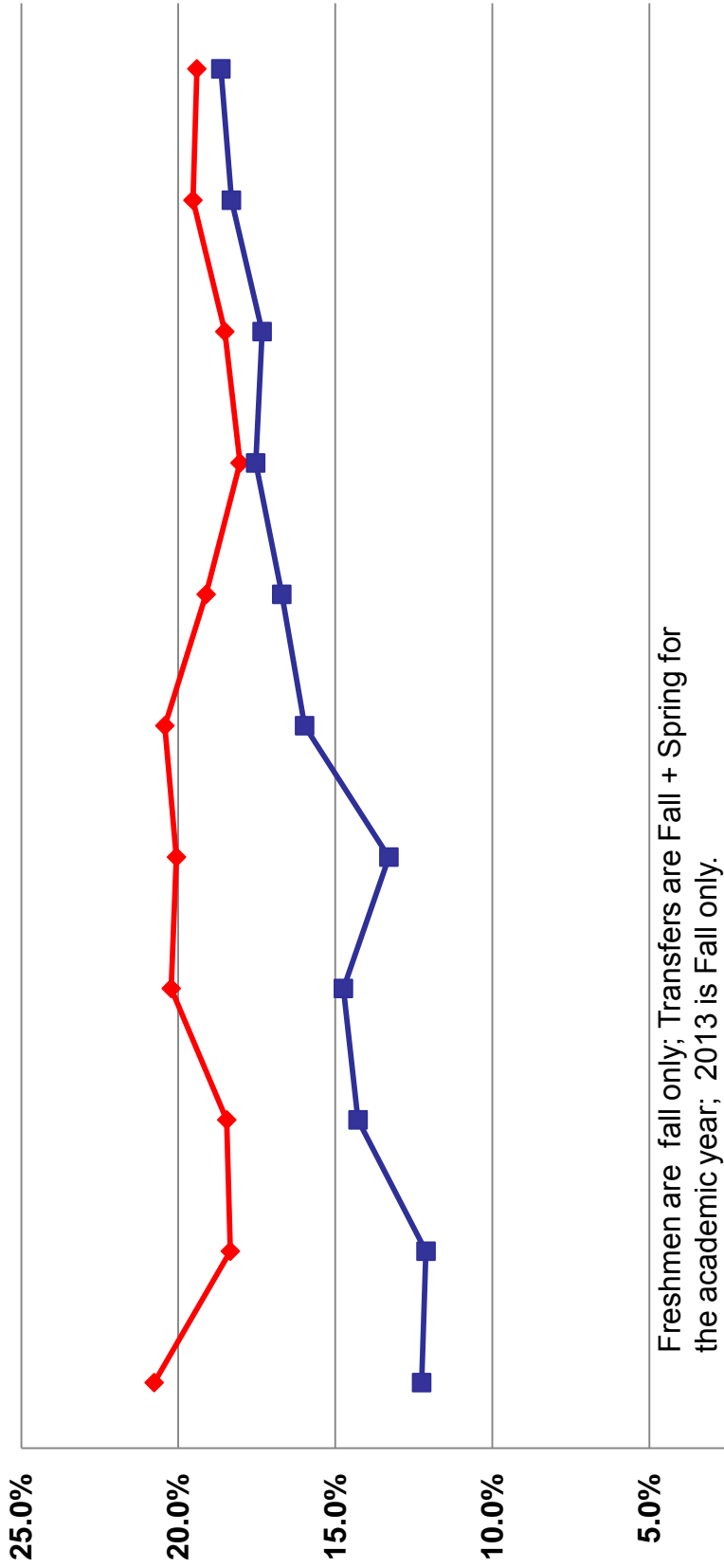
Profile of the 2013 Twin Cities Campus Entering Freshman (NHS) Class

Measure	Number	Percent
Total new freshmen (NHS)	5,544	100.0%
Average ACT Score	27.9	
Average High School Rank	85.6	
Female students	2,915	52.6%
Male students	2,629	47.4%
Students of color	1,076	19.4%
Minnesota residents	3,608	65.1%
Wisconsin/North Dakota/South Dakota	888	16.0%
Other U.S. states	745	13.4%
International	283	5.1%

International Enrollments Twin Cities Campus Freshman (NHS) and Transfer (NAS)

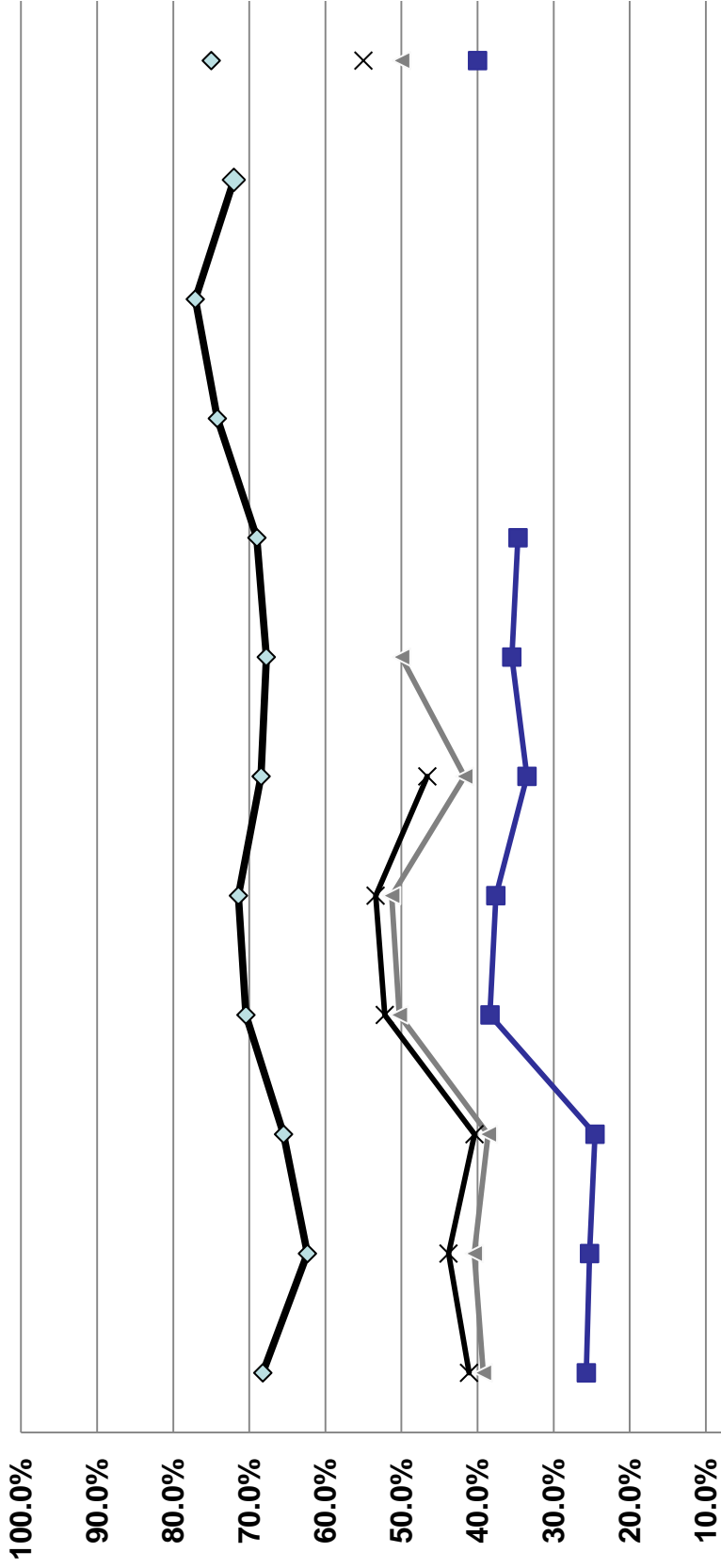


Student of Color Percentage Among New Freshmen and Transfers Twin Cities Campus



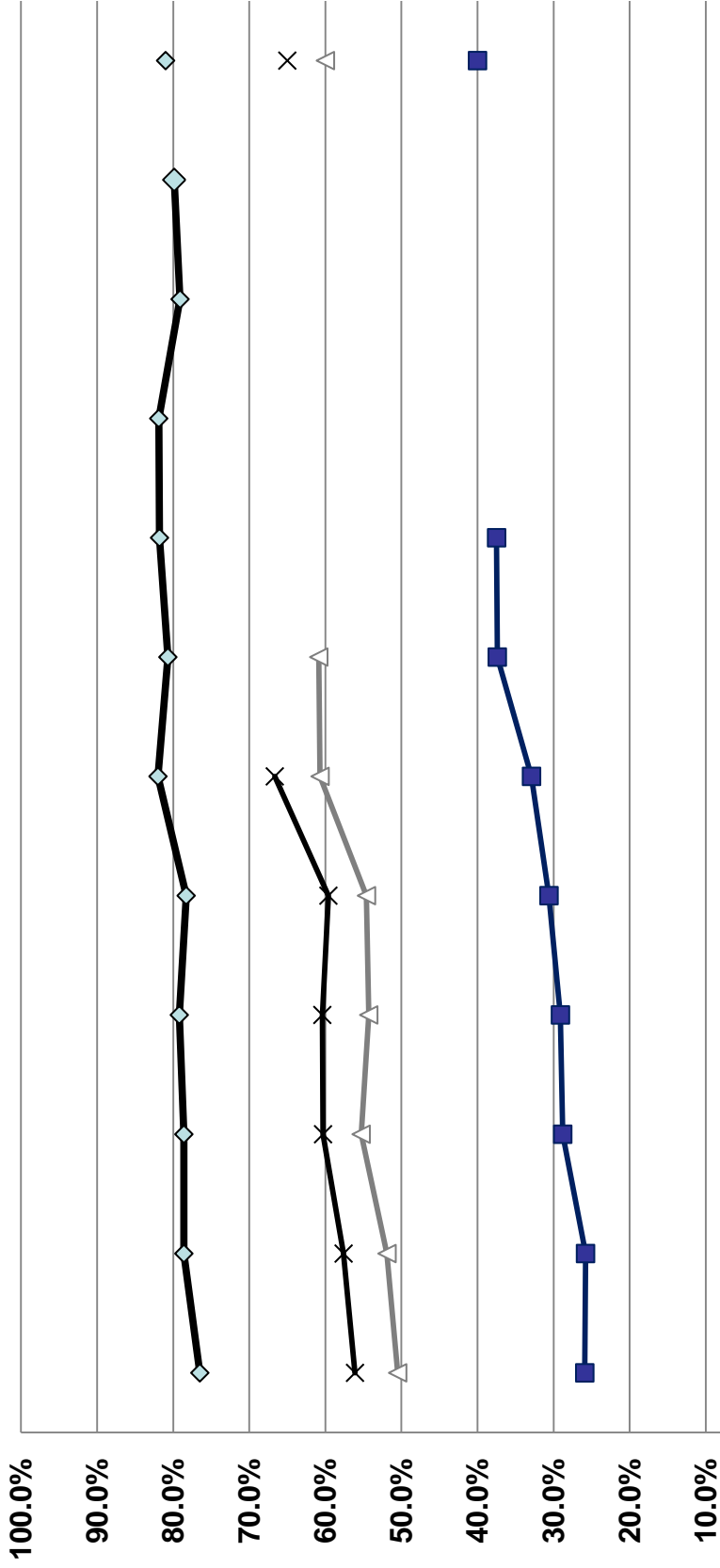
STUDENT SUCCESS: RETENTION AND GRADUATION SYSTEM CAMPUSES

Crookston Retention and Graduation Rates by Entry Year



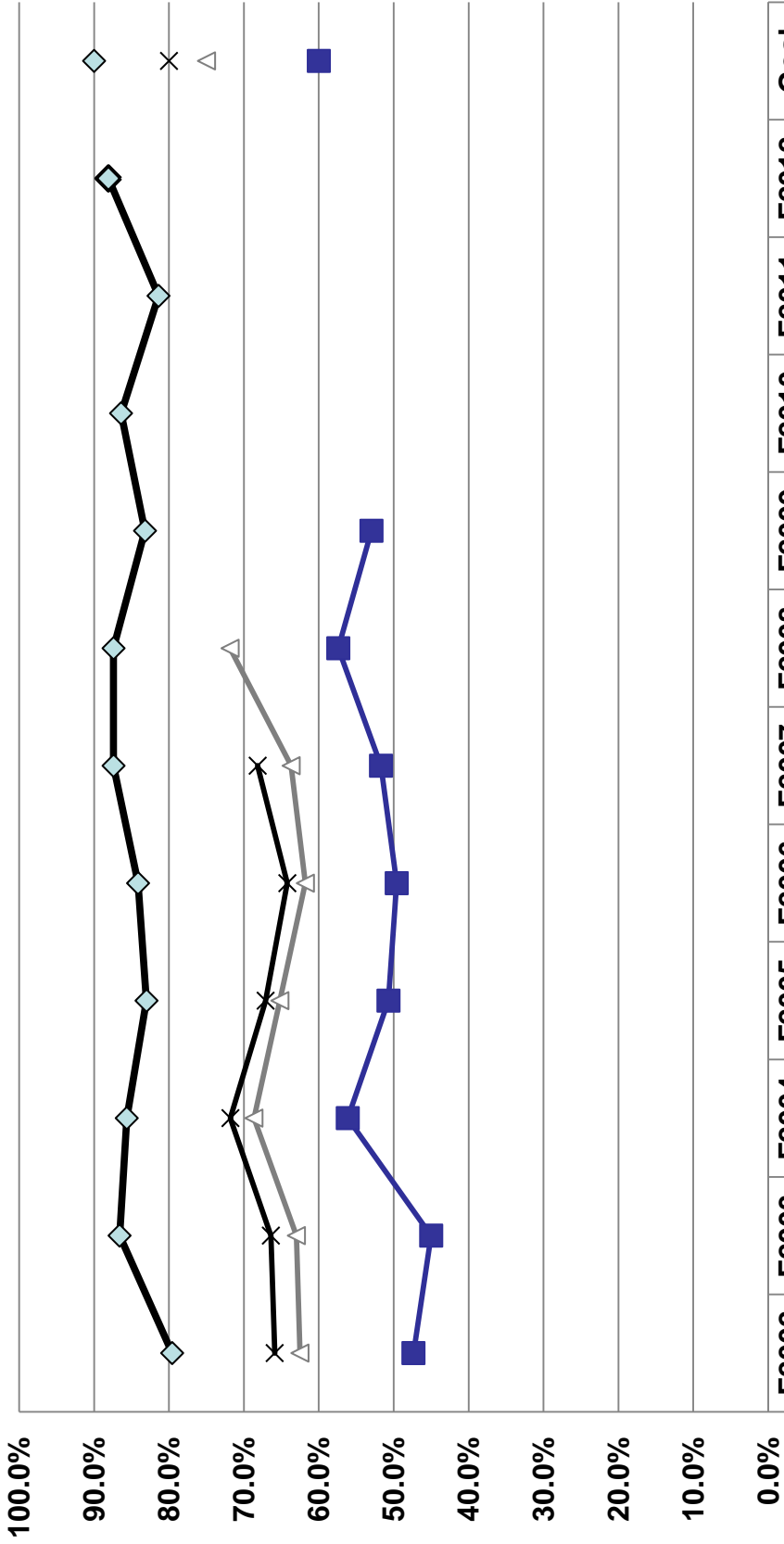
	F2002	F2003	F2004	F2005	F2006	F2007	F2008	F2009	F2010	F2011	F2012	Goal
1 yr ret	68.2%	62.4%	65.5%	70.4%	71.4%	68.4%	67.8%	69.0%	74.2%	77.1%	72.0%	75.0%
4 yr grad	25.7%	25.3%	24.6%	38.4%	37.6%	33.5%	35.5%	34.7%				40.0%
5 yr grad	39.3%	40.4%	38.6%	50.3%	51.3%	41.7%	50.0%					50.0%
6 yr grad	41.1%	43.8%	40.4%	52.2%	53.4%	46.6%						55.0%

Duluth Retention and Graduation Rates by Entry Year



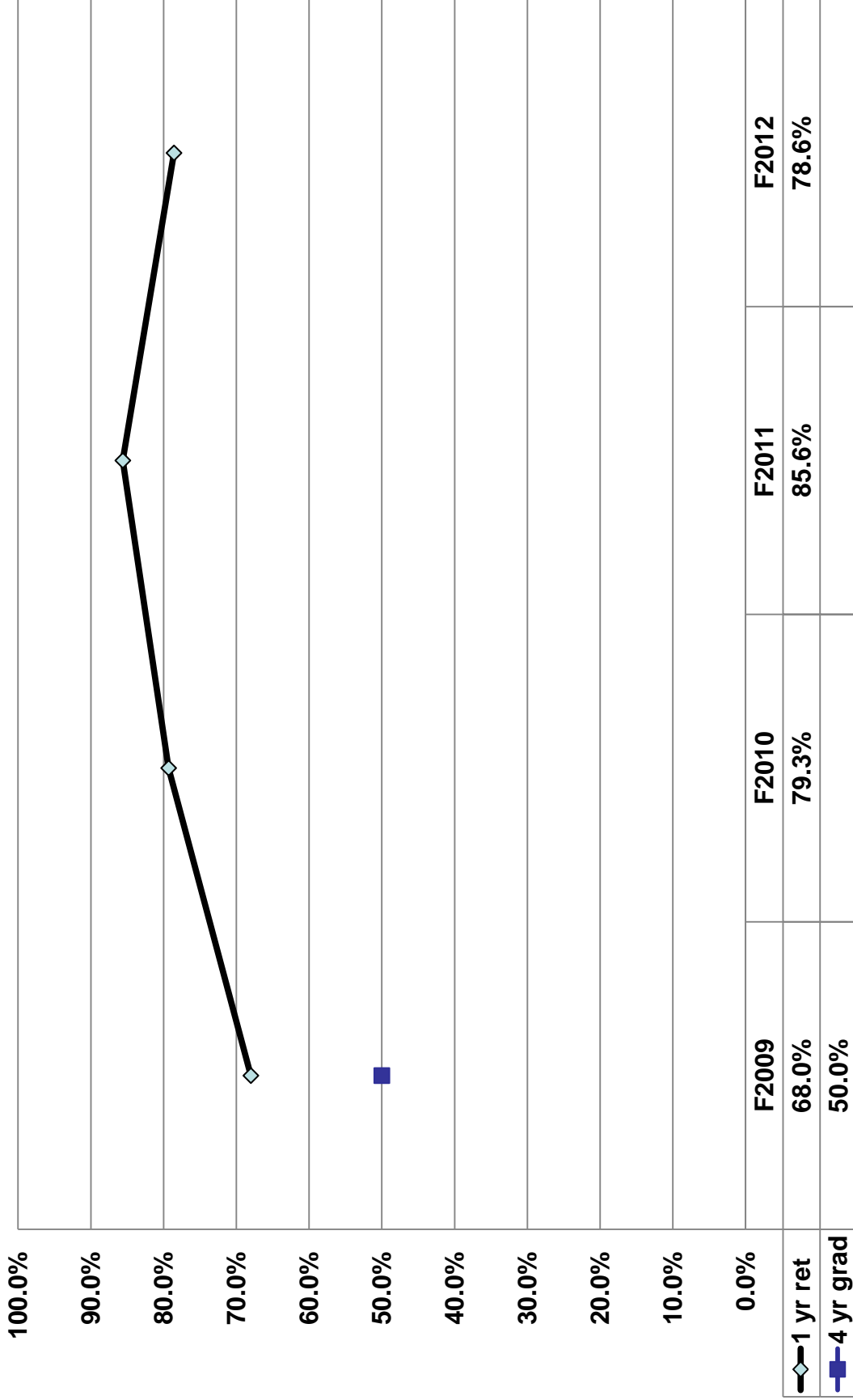
	F2002	F2003	F2004	F2005	F2006	F2007	F2008	F2009	F2010	F2011	F2012	Goal
1 yr ret	76.5%	78.6%	78.6%	79.2%	78.3%	82.0%	80.7%	81.8%	81.9%	79.1%	79.9%	81.0%
4 yr grad	25.9%	25.8%	28.8%	29.1%	30.6%	32.9%	37.4%	37.5%				40.0%
5 yr grad	50.5%	51.9%	55.3%	54.3%	54.6%	60.7%	60.9%					60.0%
6 yr grad	56.1%	57.6%	60.3%	60.4%	59.6%	66.7%						65.0%

Morris Retention and Graduation Rates by Entry Year



	F2002	F2003	F2004	F2005	F2006	F2007	F2008	F2009	F2010	F2011	F2012	Goal
1 yr ret	79.6%	86.6%	85.6%	83.0%	84.1%	87.4%	87.4%	83.2%	86.4%	81.4%	88.1%	90.0%
4 yr grad	47.4%	45.0%	56.1%	50.7%	49.6%	51.7%	57.4%	53.0%				60.0%
5 yr grad	62.5%	63.0%	68.7%	65.2%	61.8%	63.7%	71.9%					75.0%
6 yr grad	65.9%	66.4%	71.8%	67.1%	64.2%	68.2%						80.0%

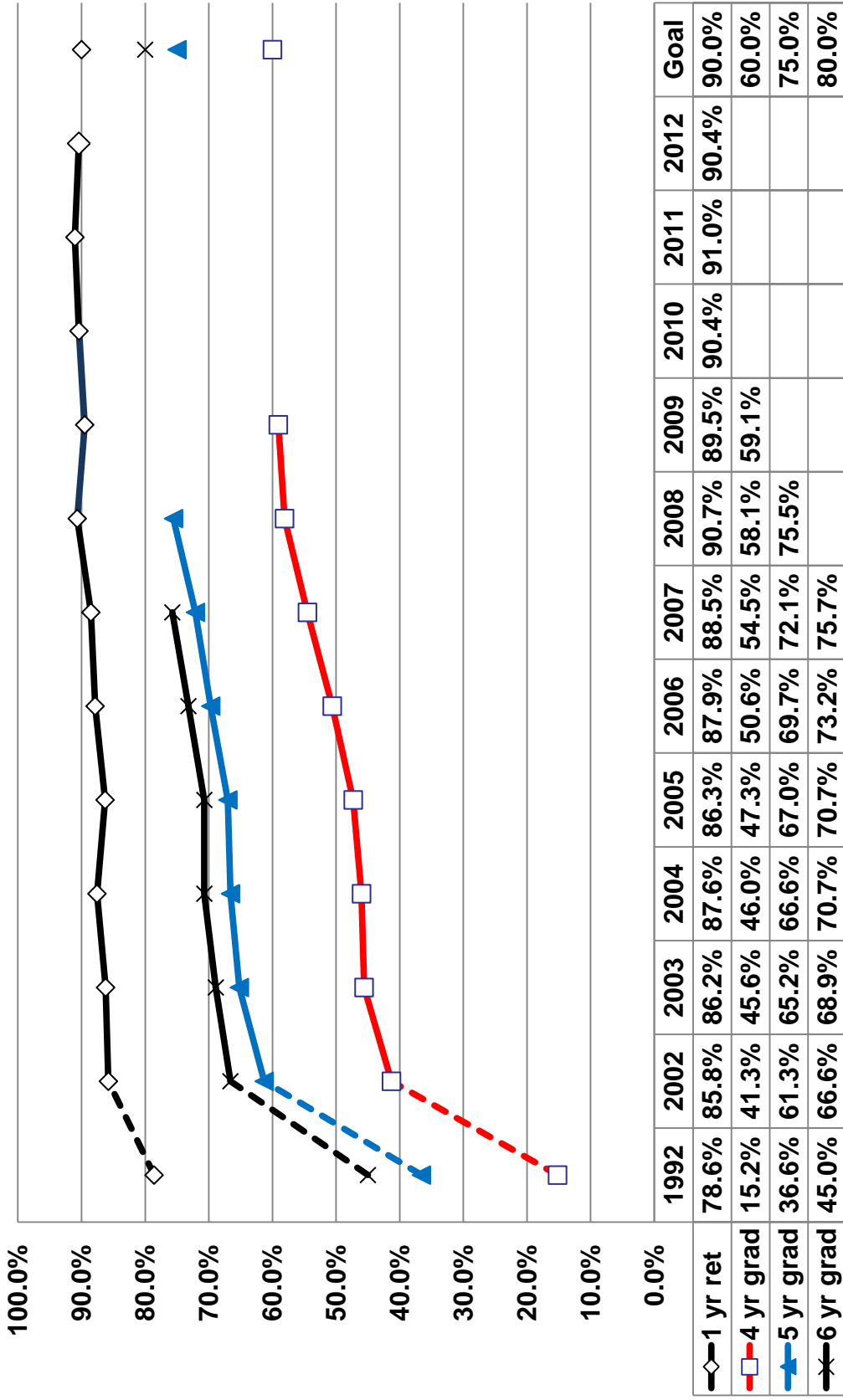
Rochester Retention Rates by Entry Year



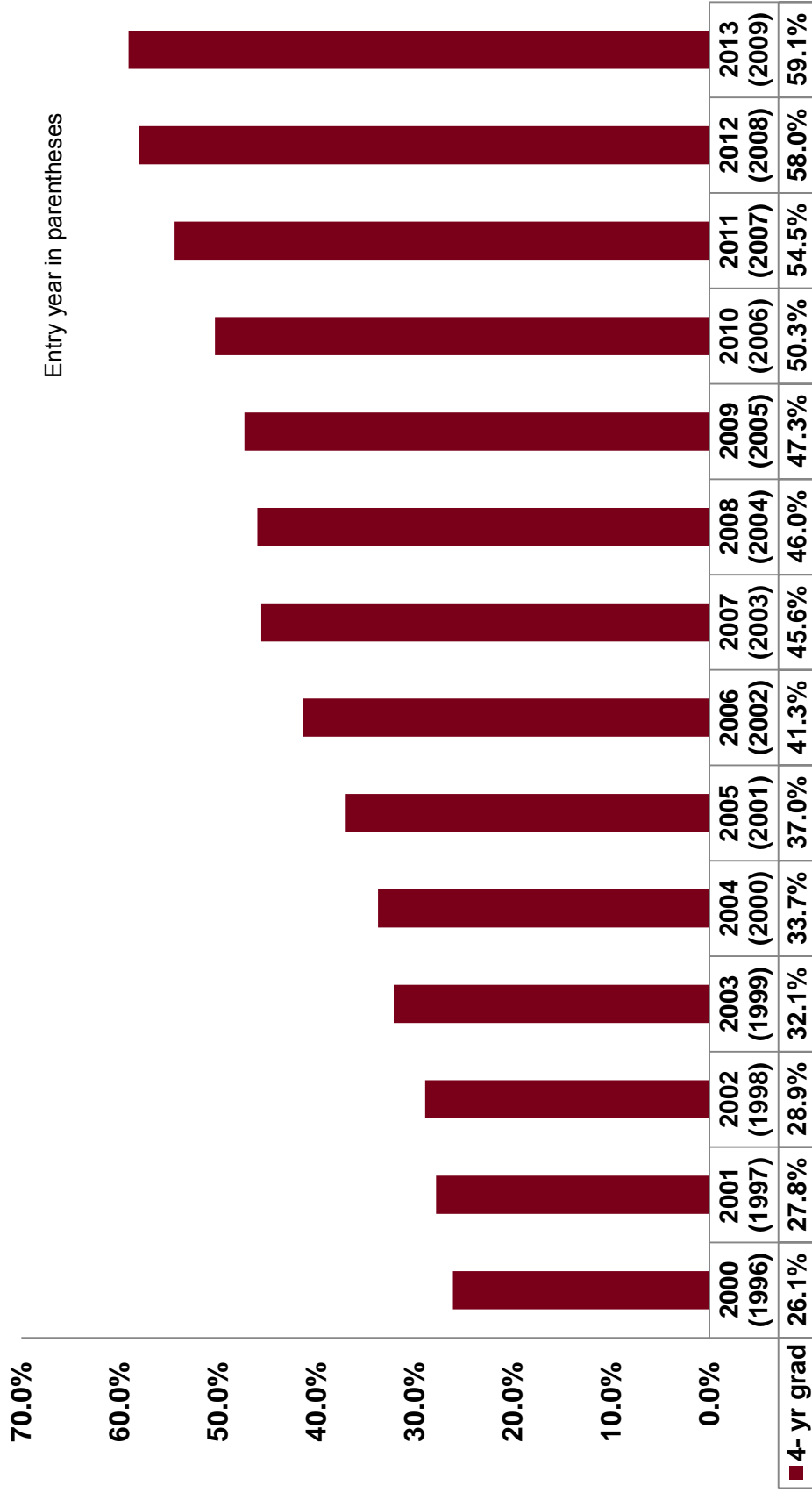
STUDENT SUCCESS: RETENTION AND GRADUATION TWIN CITIES CAMPUS



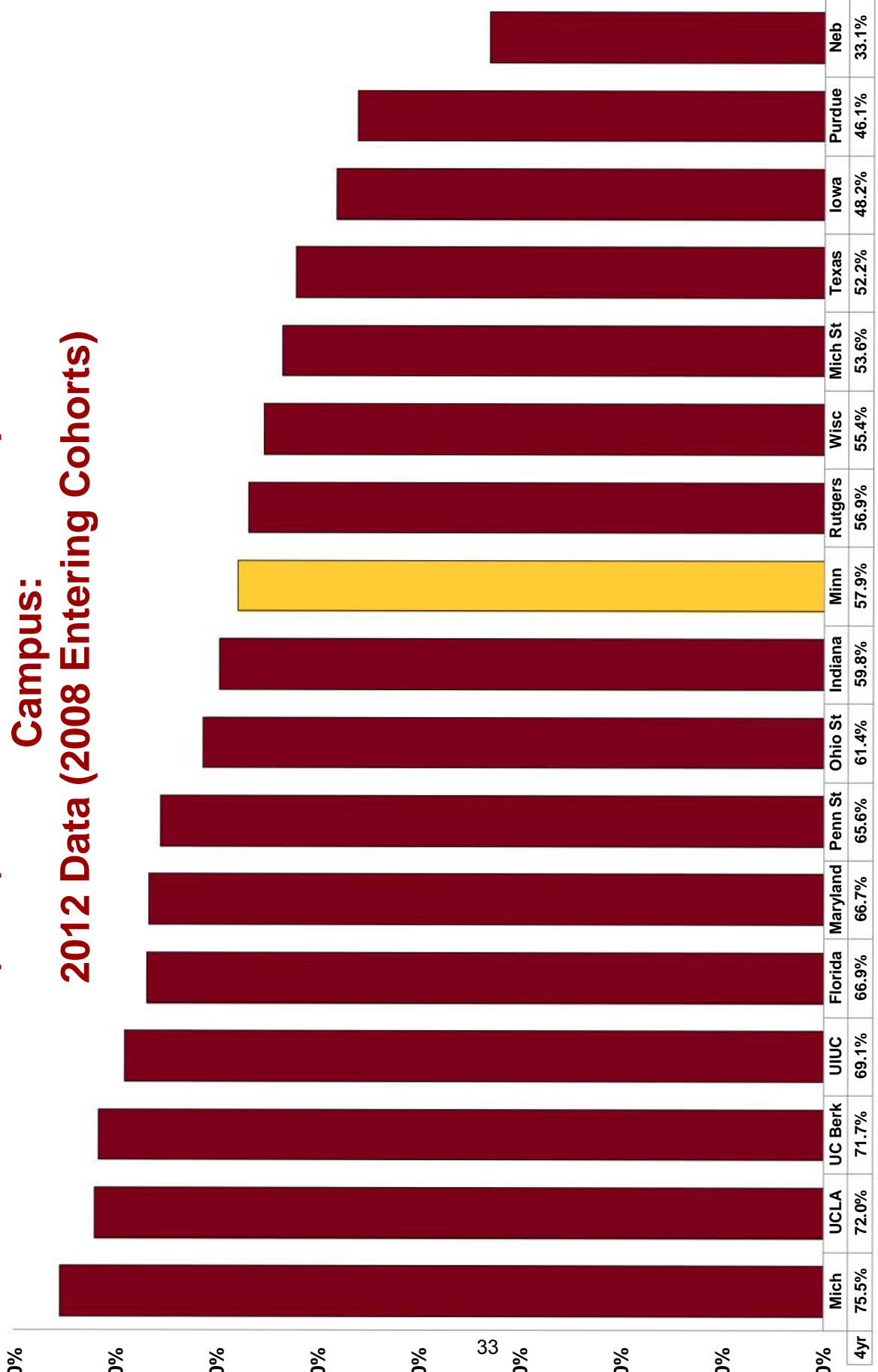
Twin Cities Retention and Graduation Rates by Entry Year



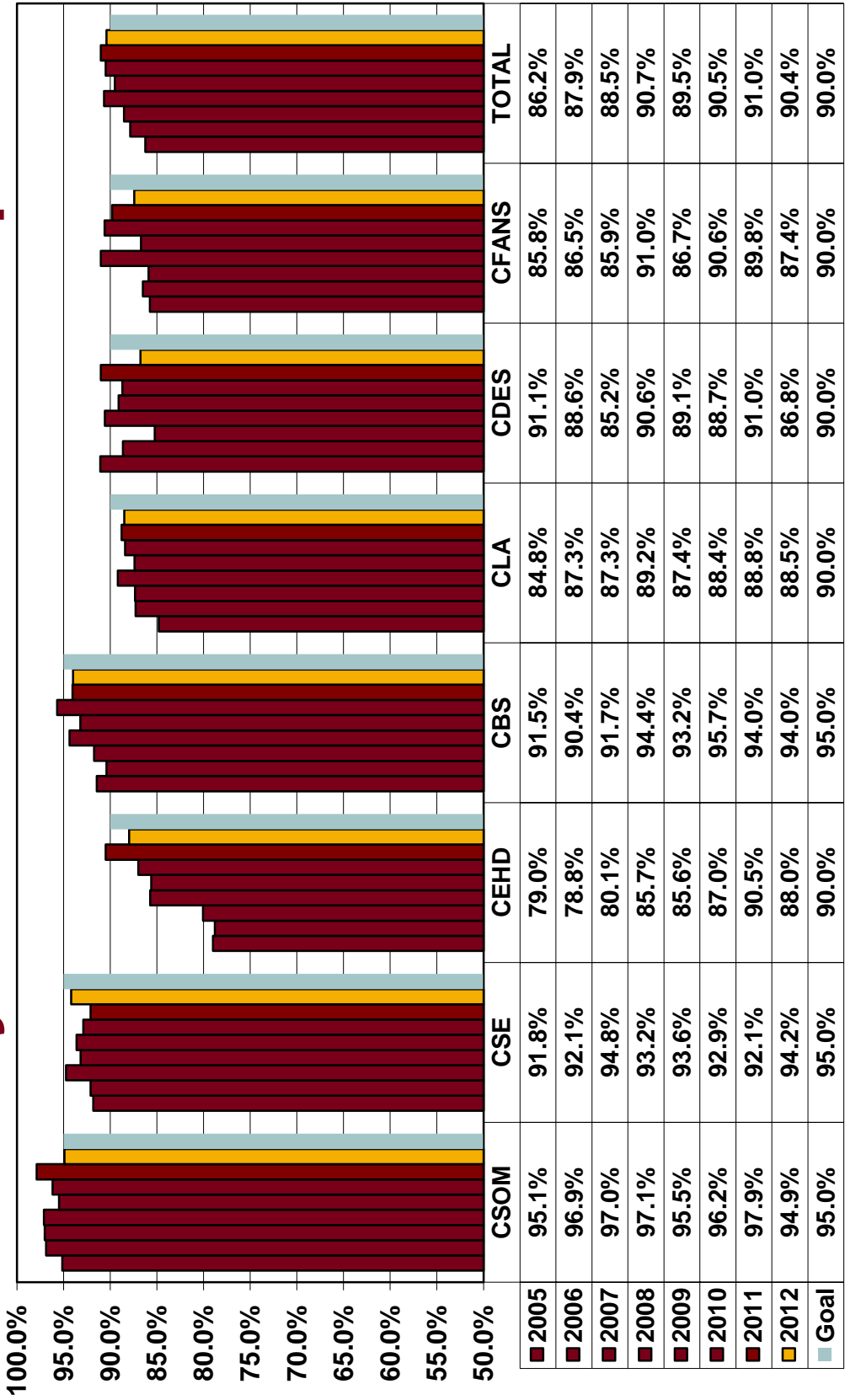
Four-Year Graduation Rates, Twin Cities Campus



4-Year Freshman (NHS) Graduation Rate Comparison for Twin Cities Campus: 2012 Data (2008 Entering Cohorts)

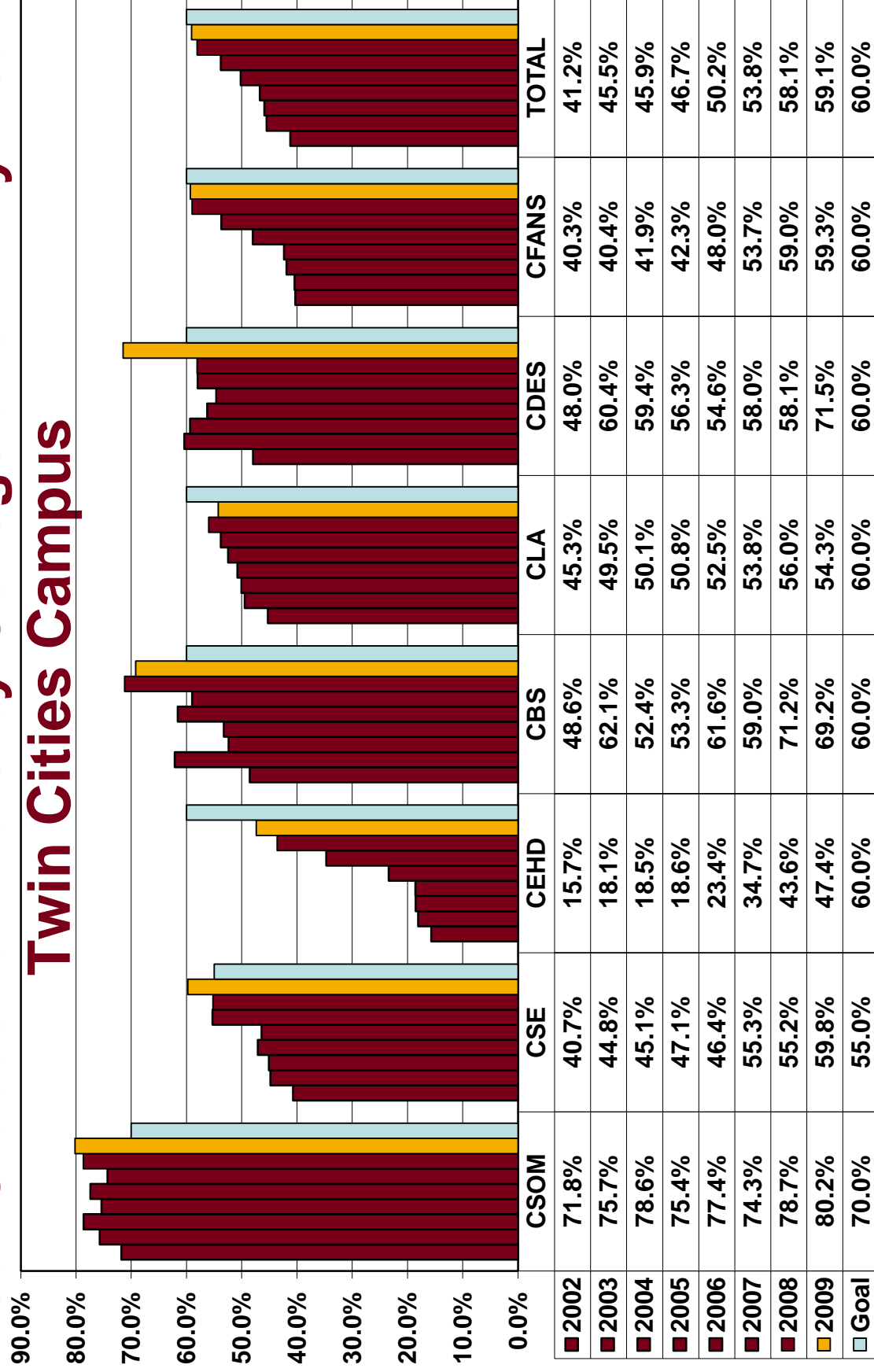


First-Year Retention by College and Entry Year: Twin Cities Campus

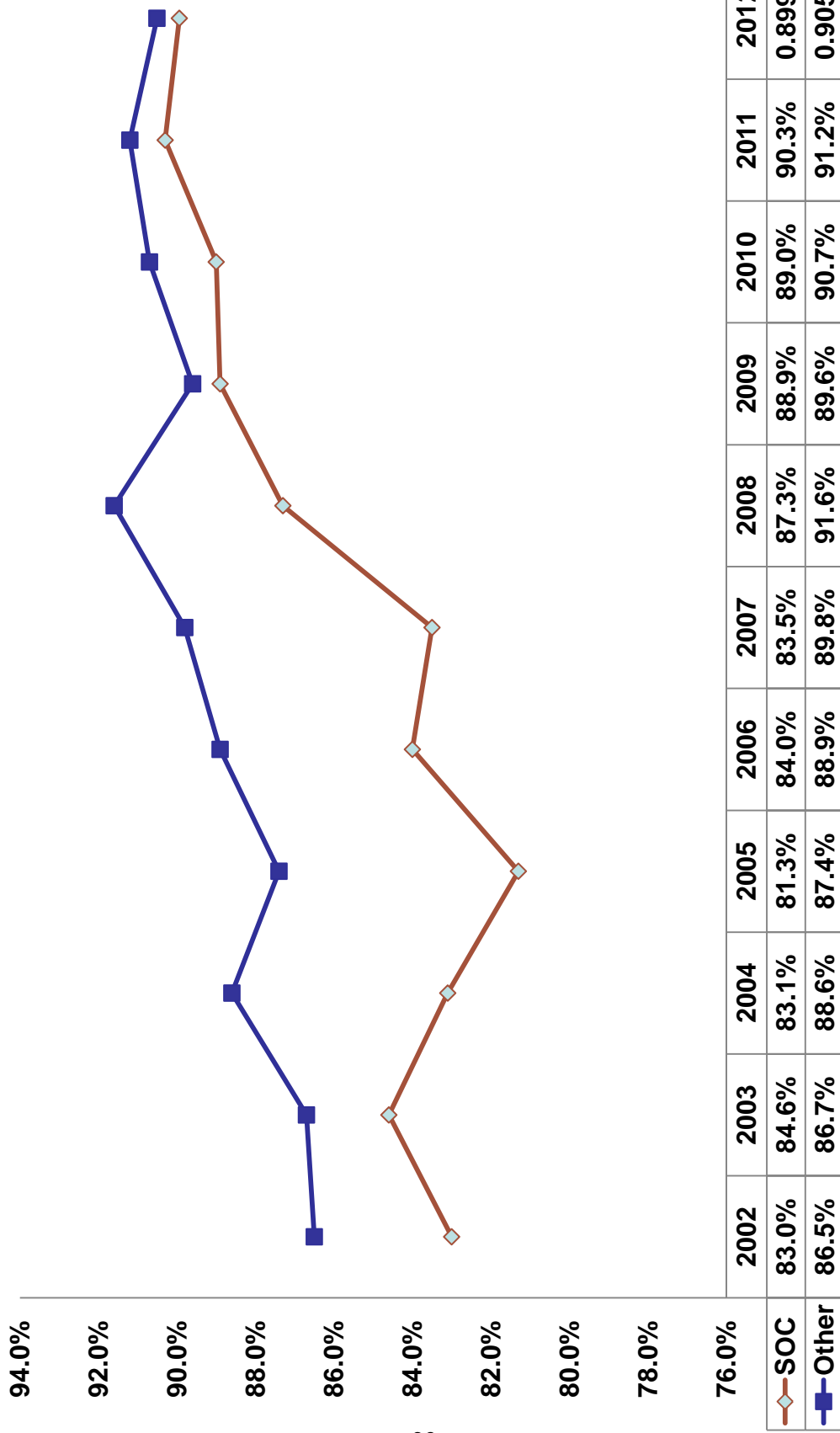


4-Year Graduation Rate by College and Entry Year:

Twin Cities Campus



First-Year Retention Rates of Student of Color and Other Freshmen by Entry Year: Twin Cities Campus



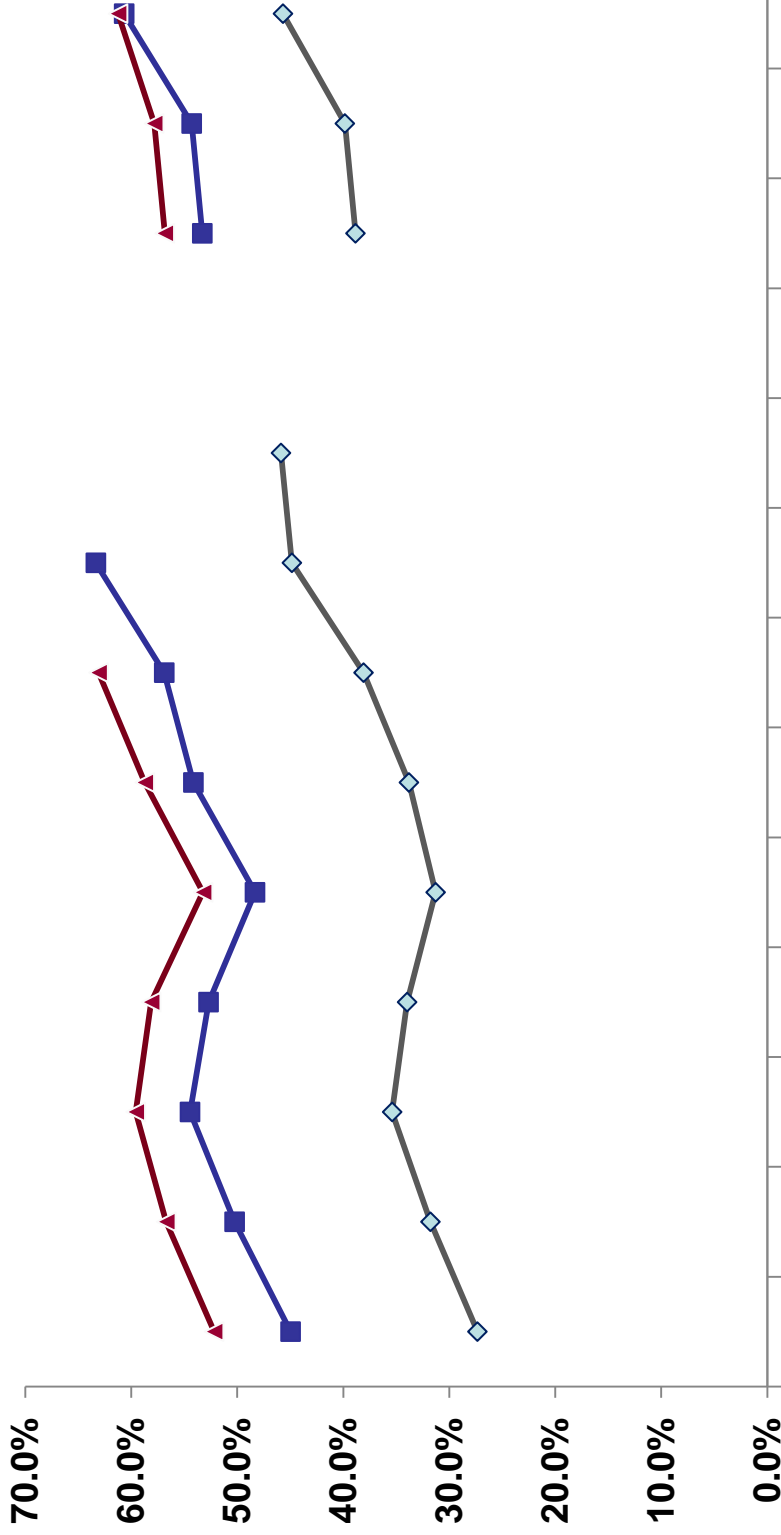
Legislative Performance Measures Regarding Undergraduate Education

1. Increase by at least 1% the undergraduate graduation rates of low-income freshmen (TC Campus)
2. Increase by at least 3% the number of undergraduate degrees awarded in STEM fields (TC Campus)
3. Increase by at least 1% the undergraduate graduation rates of freshmen (UM System)

How do we define low-income?

- Entering first-time, full-time freshmen on the Twin Cities campus who are eligible for Pell grants in their first year of enrollment
- Increase can be on four-year, five-year or six-year graduation rates (i.e., at least one)
- Measure compares a three-year average of rates for the entering cohorts with the subsequent three-year average, with one year of overlap

Twin Cities Pell-Eligible NHS Graduation Rate Trend



	2001	2002	2003	2004	2005	2006	2007	2008	2009	Base	+1%	2yr Est
4yr Grad	27.4%	31.8%	35.4%	34.0%	31.3%	33.8%	38.1%	44.9%	45.9%	38.9%	39.9%	45.7%
5yr Grad	45.0%	50.3%	54.5%	52.7%	48.3%	54.1%	56.9%	63.3%		53.3%	54.3%	60.7%
6yr Grad	52.2%	56.7%	59.6%	58.1%	53.2%	58.7%	63.1%			56.8%	57.8%	61.3%

How do we define STEM?

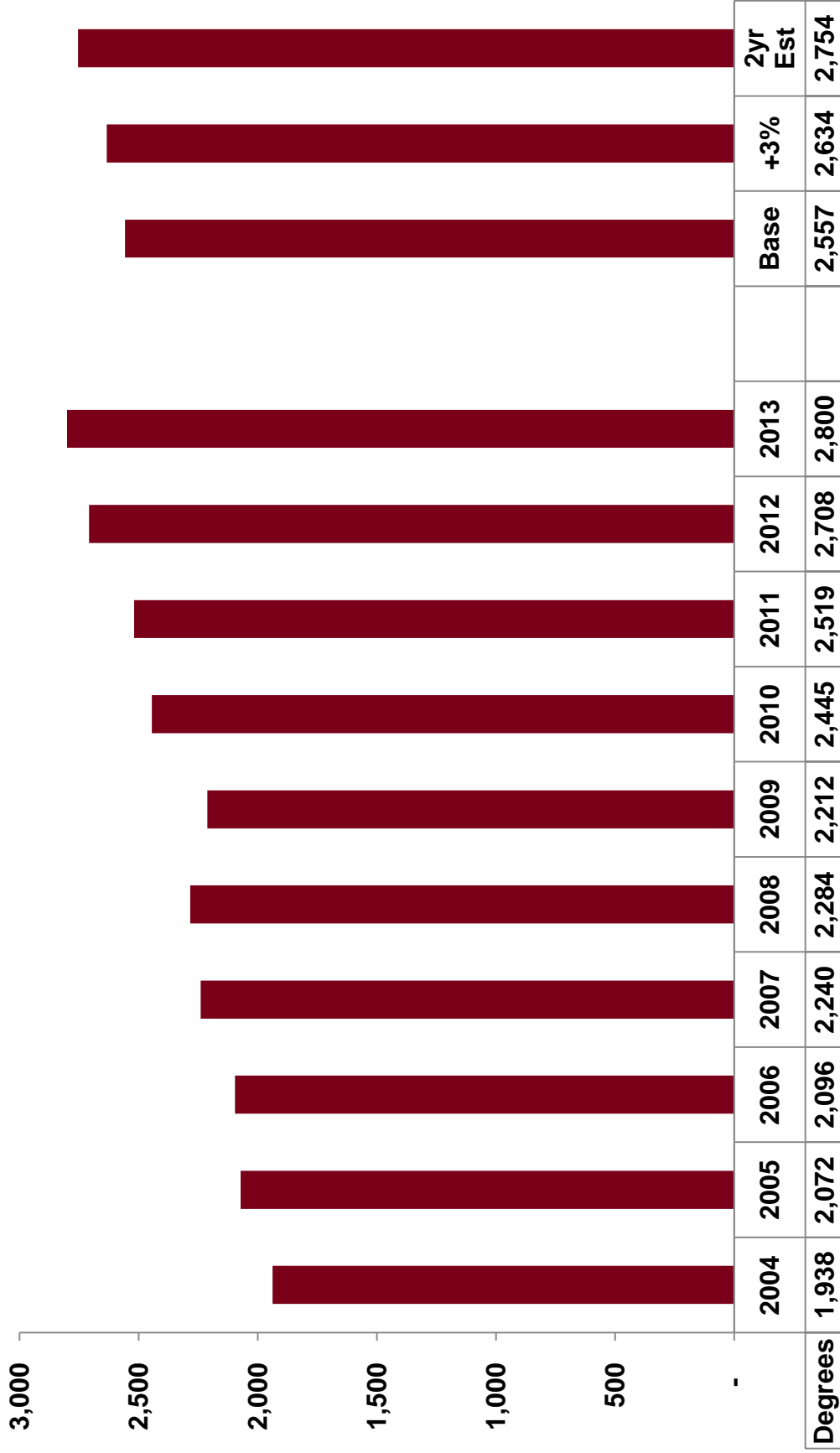
- Baccalaureate degrees in the following Classification of Instructional Program (CIP) two-digit codes (broadest categories)
 - 01: Agriculture, Agriculture Operations, and Related Sciences
 - 03: Natural Resources and Conservation
 - 04: Architecture and Related Services
 - 11: Computer and Information Sciences and Support Services
 - 14: Engineering
 - 15: Engineering Technologies and Technicians
 - 26: Biological and Biomedical Sciences
 - 27: Mathematics and Statistics
 - 40: Physical Sciences
 - 41: Science Technologies/Technicians
 - 51: Health Professions and Related Programs

Undergraduate Degrees Granted, 2007-13

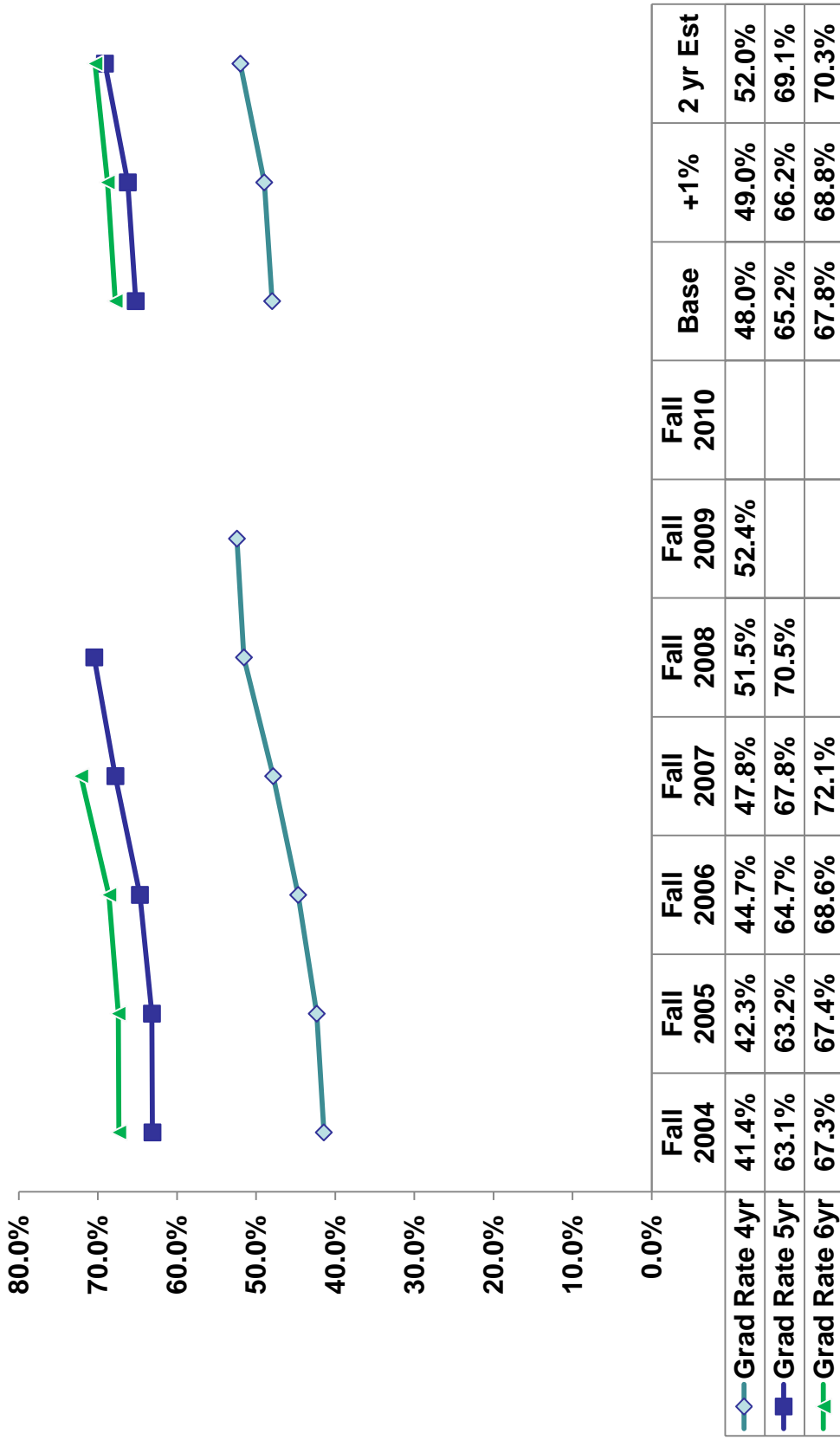
U of M – Twin Cities

Year	Degrees Granted
2007	6,617
2008	6,650
2009	6,686
2010	6,942
2011	7,032
2012	7,617
2012	7,559

STEM Degree Trend: Twin Cities Campus



System-wide Graduation Rate Trend



UNIVERSITY HONORS PROGRAM (UHP): TWIN CITIES



Fall 2013 Incoming Twin Cities Honors Program Freshmen Profile

Average ACT Composite	32.2
Average High School Rank	97.0
% Students of Color	17.8%
% Women	62.2%
% from Minnesota	62.5%

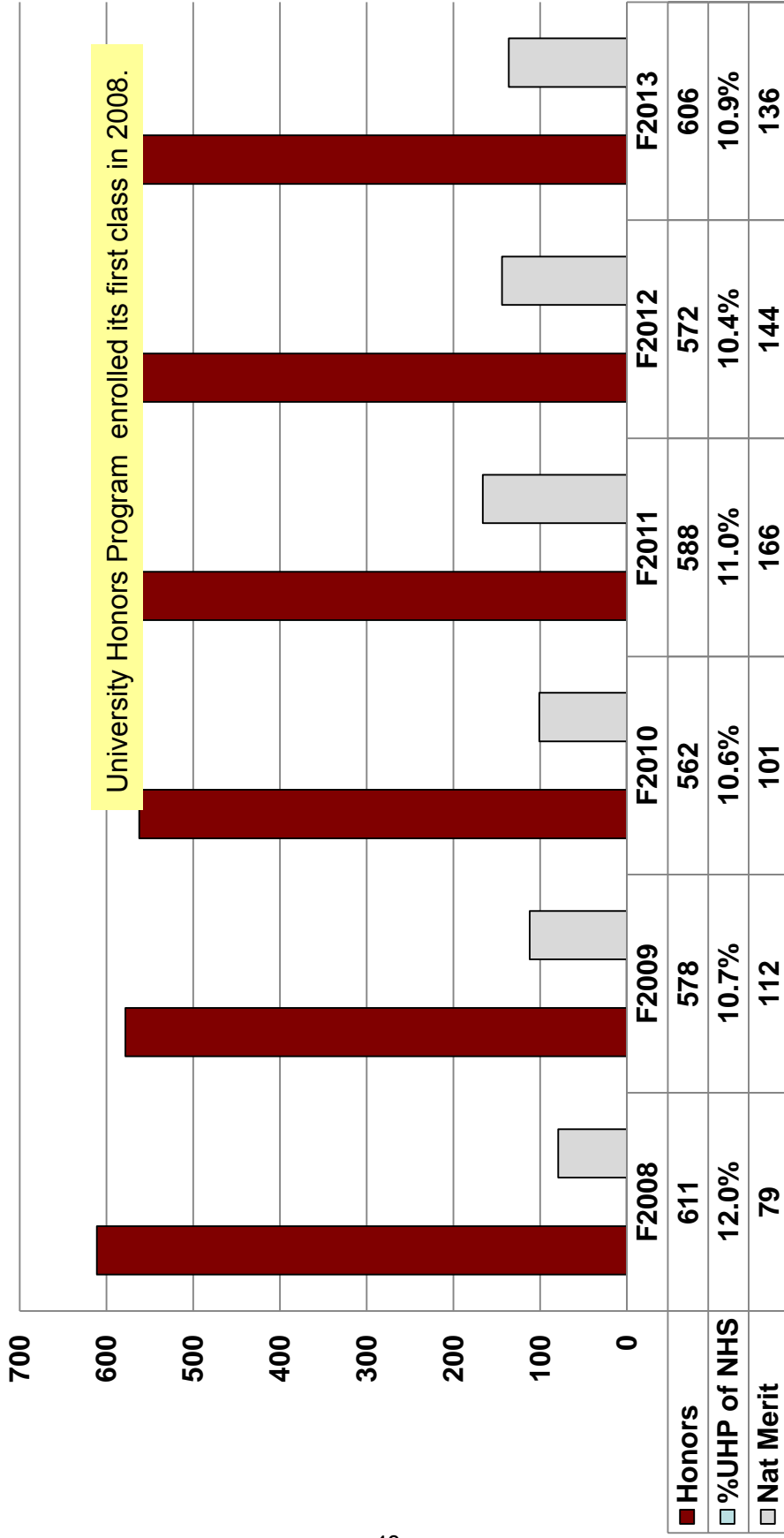
Twin Cities Fall 2013 University Honors Program (UHP) New Freshman (NHS) Profile by College

	CSOM	CEHD	CSE	CBS	CLA	CDES	CFANS	Total
New Freshman Enrollment	49	14	148	76	262	24	33	606
Average ACT Composite	32.5	29.9	34.2	33.3	31.1	30.1	30.8	32.2
Average High School Rank	96.7	96.1	98.2	98.4	96.3	95.3	96.1	97.0
Percent Students of Color	20.4%	14.3%	17.6%	32.9%	15.3%	12.5%	6.1%	17.8%

Comparison of Twin Cities University Honors Program (UHP) 2012 New Freshmen (NHS) with Top Institutions

Top Liberal Arts Colleges		Top STEM Universities		Top Private Universities	
	Avg ACT		Avg ACT		Avg ACT
TC UHP	32	TC UHP (STEM)	33	TC UHP	32
Amherst	32	Caltech	34	U of Chicago	33
Williams	32	MIT	34	Duke	33
Carleton	32	Carnegie Mellon	32	Northwestern	33
Vassar	32	Georgia Tech	30	Stanford	33
Grinnell	31			Georgetown	31

Freshman Honors and National Merit Scholar Enrollments



TC Fall 2013 University Honors Program (UHP) New Freshman (NHS) Profile by College

	CSOM	CEHD	CSE	CBS	CLA	CDES	CFAN	Total
New Freshman Enrollment	49	14	148	76	262	24	33	606
Average ACT Composite	32.5	29.9	34.2	33.3	31.1	30.1	30.8	32.2
Average High School Rank	96.7	96.1	98.2	98.4	96.3	95.3	96.1	97.0
Percent Students of Color	20.4%	14.3%	17.6%	32.9%	15.3%	12.5%	6.1%	17.8%

CENTER FOR ACADEMIC PLANNING & EXPLORATION (CAPE)



Growth in CAPE Services Provided, 2012-13

- Direct contact with 2,380 undergraduate students (140% increase from 2011-12). The increase is largely through the “Exploring Major” workshops offered during Orientation and Welcome Week.
- 1,572 contact hours with 453 students through one-on-one coaching, course enrollment, and all-day workshops
- 90% of the students who successfully completed their work with CAPE in 2012-13, are registered for fall semester 2013

Students Utilizing CAPE
61% CLA
16% CSE
6% CEHD
17% Other
79% had fewer than 60 credits

Selected List of CAPE Programs and Outreach

- Major Mentor Program • Residence Hall Bulletin Boards
- Welcome Week • New International Student Events
- Exploring Interest & Majors • Transfer Student Welcome Event
- CAPE Open House • Train the Trainer
- Health Career Fair • Casa Sol Living Learning Community Workshop
- American Indian Cultural House

CURRICULUM



2012-13

New Undergraduate Programs: Twin Cities Campus

B.A.	German, Scandinavian and Dutch
B.S.	Food Systems
B.S.	Integrated Degree Program
B.S.	Plant Science
B.S.W.	Social Work
Minor	Marine Biology
Minor	Outdoor Recreation and Education
Minor	Product Design
Certificate	Facility Management

Requirements for 149 Majors

Fall Semester 2013, Twin Cities Campus

- Majors requiring 120 credits 135
- Majors requiring 122-132 credits 14
 - Dental Hygiene
 - Dental Therapy
 - Music Education
 - 11 Engineering Majors:
 - Aerospace Engineering and Mechanics
 - Biomedical Engineering
 - Bioproducts and Biosystems Engineering
 - Electrical Engineering
 - Computer Engineering
 - Chemical Engineering
 - Civil Engineering
 - Geoengineering
 - Materials Science and Engineering
 - Mechanical Engineering
 - Industrial and Systems Engineering

WRITING PLAN IMPLEMENTATION

$Ba^{++} SO_4 = K^+ SO_4 =$
 $SO_4 = K^+ SO_4 K^+ S$
 $Ba^{++} SO_4 Ba^{++} SO_4$
 ES_60 ; little leads
 by crucible
 with $BaSO_4$

WHO	WHAT
All units	Language from Plan used in assignments, grading; less pressure on individual courses; customized workshops + consultations
Mechanical Engineering	STYLE GUIDES (problem set, design proposal, design notebook entry) with instructional supplements, use of WEC assessment in ABET accreditation.
African American & African Studies	Instructional Toolbox allowing faculty to identify and address patterns of weakness in student writing
Physics	New grading rubric piloted in Intro to Physics lab courses; archive of “five-minute workshops” formulated for TAs.
College of Biological Sciences	Analysis of instructional materials : explicit mention of agreed-upon expectations led to development of targeted instructional materials focused on synthesis and critical reading.

PRESIDENT'S EMERGING SCHOLARS (PES) PROGRAM



What is the President's Emerging Scholars (PES) Program?

- A four-year opportunity for undergraduate students on the Twin Cities campus
- Serving students in all seven freshman-admitting colleges (adding CBS and CSE in Fall 2014)
- A mission of ensuring the academic success of PES participants
- Goal of retention and timely graduation for underserved students, supported by
 - peer mentoring
 - professional advising
 - engagement opportunities
 - financial support
- Committed to preparing students for careers or advanced study after graduation

Who are the President's Emerging Scholars?



- Students are selected during the admissions process.
- Students who have potential for success at the U of M and who would benefit from participation.
- Final selection is based on academic preparation and interests.
- Participants must be accepted as first-year, full-time students.

PES Participation: 2013-14

- **478** Presidents Emerging Scholars enrolled fall 2013.
- The optional PES summer seminar had **69** participants.
- The October 12, 2013 all-day **PES Opportunity Conference** focused on U of M resources and opportunities.
- Students are regularly meeting with their **Academic Adviser**.
- PES students are also meeting one-on-one with **peer mentors**, to help identify how specific U of M resources can help them realize personal, academic, and career goals.
- PES First-Year **Scholarships** were awarded (\$500 for fall and \$500 for spring semester).
- Students are developing a PES Plan for their **long-term goals**.

478 PES Students, Fall 2013

89% are Minnesota residents

57% are students of color (all students)

51% are students of color (native citizenship only)

63% are first-generation students

68% live in our residence halls

63% received a U of M Promise Scholarship

56% received a Pell Grant

PES Freshmen Students

Fall 2013

College	Number	%
College of Design	10	2%
Carlson School of Management	17	4%
College of Food, Agricultural and Natural Resource Sciences	36	7%
College of Education and Human Development	195	41%
College of Liberal Arts	220	46%
College of Biological Sciences*	-	-
College of Science and Engineering*	-	-
TOTAL	478	100%

63

* PES program to begin fall 2014

WELCOME WEEK



UNIVERSITY OF MINNESOTA
Driven to Discover™

Welcome Week 2013: Class of 2017

- 97% of the 5544 freshmen participated in WW
- 92% were able to establish meaningful relationships with their peers
- 88% felt they had enough time to get settled
- 83% were introduced to community organizations – involvement at all-time high
- 60% indicated they see value in attending future athletic events

Transfer Welcome Days

- Expanded from one day to three days to incorporate 300+ students who live in residence halls
- Themes: belonging, connecting and adjusting
- Almost 500 new transfer students attended various events over the three days

66

UNDERGRADUATE RESEARCH OPPORTUNITIES PROGRAM (UROP)



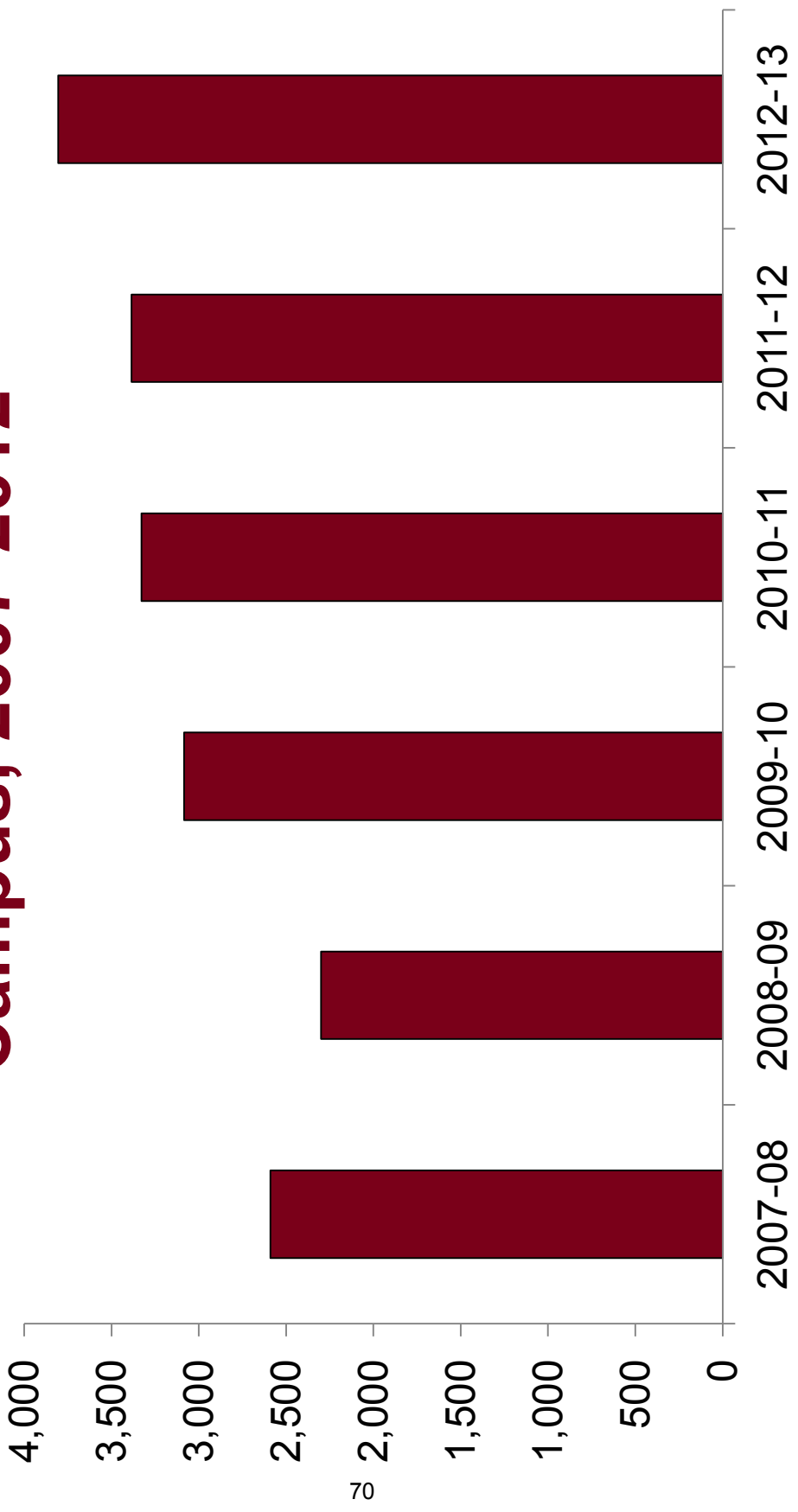
Undergraduate Research Opportunities Program (UROP)

- Connects undergraduate students with faculty mentors to complete a research project or a creative activity
- Provides students with \$1400 stipend and necessary expenses up to \$300
- Includes publication of project results, including Undergraduate Symposium
- Some students also participate in the *National Conference on Undergraduate Research Symposium*

UROP Awards, Systemwide

Academic Year	UROP Awards	Funds
2009-10	664	\$1,028,966
2010-11	809	\$1,238,619
2011-12	739	\$1,108,983
2012-13	769	\$1,221,527

Undergraduate Students Enrolled in Service-Learning Classes, Twin Cities Campus, 2007-2012



FOCUS ON ACADEMIC SUCCESS: FOR ALL STUDENTS



Retention and Graduation: Twin Cities

- ✓ Comprehensive Enrollment Management Planning
 - ✓ Continue to admit students who are prepared to graduate in four years.
 - ✓ Enhanced national-level recruitment
 - ✓ Creation of a standing Enrollment Management Committee
- ✓ Supporting admitted students through improved advising services and advising tools
 - ✓ APLUS has made a significant difference
 - ✓ Center for Academic Planning and Exploration
- ✓ Monitoring course offerings and program requirements
 - ✓ Reduction in degree requirements
- ✓ Additional resources placed in co-curricular activities:
 - ✓ Additional UROP funding
 - ✓ Emphasis on study abroad

Retention and Graduation: Twin Cities

- ✓ Focus attention on transfer student success
 - ✓ Enhanced transfer student orientation
- ✓ Providing better information on financial literacy
 - ✓ At Welcome Week, new on-line webinar, class
- ✓ Emphasizing the importance of four-year graduation
 - ✓ Tassel at convocation
 - ✓ Constant and consistent messaging
 - ✓ Departmental four-year degree plans
 - ✓ Class portal



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic and Student Affairs Committee

December 12, 2013

Agenda Item: Undergraduate Tuition and Financial Aid Philosophy

review review/action action discussion

Presenters: Senior Vice President/Provost Karen Hanson
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education

Purpose:

policy background/context oversight strategic positioning

Outline of Key Points/Policy Issues:

For data and background relevant to this discussion, please refer to the materials provided for the Friday, December 13, 2013 Work Session on Undergraduate Tuition and Financial Aid Philosophy.

Although the background materials provided in the docket are identical for both sessions, the Thursday, December 12 ASA Committee discussion will provide a deeper discussion of the role of financial aid, as a foundation for the Regents' work session the following day.

The University of Minnesota's undergraduate tuition, financial aid, and enrollment management strategies are interrelated, multi-year, and focused on student success. The University's philosophy on tuition is guided by the Board of Regents Policy: *Tuition and Fees*, which provides specific guidelines for the charging of tuition. This presentation will focus on University of Minnesota Twin Cities tuition philosophy and related financial aid strategies.

Various tuition models and options exist throughout the country. The current model at the University for all campuses is a banded tuition structure (all credits over 13 are free), with increases in the rate determined annually, and different rates for resident and non-resident students on two of the five campuses. An alternative tuition model used by some universities involves setting one rate for all four years, with a new rate established for each Freshman class.

Financial aid philosophy is guided by Board of Regents Policy: *Student Financial Aid*. That policy notes that the University will award financial aid on the basis of merit and need, assist as many students as possible, and aggressively seek additional aid funds.

In accordance with that policy, the March 2013 document, "Principles to Guide Financial Aid for Undergraduate Students at the University of Minnesota" (see below) outlines the operating principles that guide current financial aid strategies and decisions.

Discussion Issues for Twin Cities Tuition Philosophy and Financial Aid:

- Alignment of current financial aid strategies with goals for undergraduate education
- Balance of need-based and merit-based aid to support institutional values and goals
- Alignment of University of Minnesota financial aid programs with federal and state programs
- Non-resident recruitment and financial aid programs
- Strategies to seek additional aid funds

Financial Aid for Undergraduate Students at the University of Minnesota March 28, 2012

The U of M is a place where people search for new knowledge, which creates businesses, enriches communities, and changes lives. Two-thirds of U students will stay in Minnesota when they graduate. They will become Minnesota's workforce for new and growing industries, its teachers, healers, artists, entrepreneurs, and engineers. And they will make Minnesota a vibrant place to live.

The University's tuition and financial aid strategies are closely connected, and are designed to support the University's goals for undergraduate student success within the context of a major, urban, public research university. The University's goals for undergraduate education are to:

- Attract the best undergraduate students.
- Retain and support these students throughout their undergraduate career.
- Provide these students with a world-class education.
- Graduate these students in a timely manner.

Principles to Guide the Financial Aid Programs of the University:

1. The University will fund and administer a comprehensive financial aid program, including merit-based aid and need-based aid programs.
2. The University's financial aid strategies will be linked to University and state goals and priorities. These strategies will be evaluated regularly, and adjusted as necessary, to improve effectiveness of spending as it relates to institutional and state goals.
3. 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.
4. 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.

5. The University of Minnesota financial aid package for an individual student will not exceed the federal cost of attendance for any given year.
6. The University is committed to providing constituents with accurate and clear information about college costs, financial aid, and debt burdens. The University will provide responsive service to its students and their families.
7. As a public institution, the University supports access for 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.

Principles Specific to Merit-Based Aid:

8. A major focus of merit-based aid will be to attract high-achieving students to the University and support their retention and timely graduation.
9. As a public land-grant institution, the University will award the majority of freshman academic merit-based scholarships to Minnesota residents, but will also use merit aid to attract and retain excellent non-resident students.
10. Scholarship awards will be leveraged to enhance the diversity of the freshman class, broadly defined to include geographic, ethnic, socioeconomic, and special talents.
11. The University may award merit-based financial aid to support its signature strengths and increase enrollments in priority areas.

Principles Specific to Need-Based Aid:

12. Financial aid strategies and tuition strategies will be closely aligned.
13. Institutional need-based financial aid will be a critical component in maintaining access for many promising students who otherwise would not be able to attend the University.
14. As a public land-grant institution, the University will focus its need-based aid on Minnesota residents.
15. The largest amounts of University of Minnesota need-based aid will be provided to the students with the greatest need as determined by the FAFSA, and based on the Expected Family Contribution.
16. Need-based financial aid will be provided to families with incomes up to the "middle income" level. This level will be reviewed and defined annually.

Background Information:

2013 University Plan, Performance, and Accountability Report: Annual Report to the Board of Regents, October 2013 (pages 14-39, focused on undergraduate education on the Twin Cities campus).

December 13, 2012, *Undergraduate Education: Enrollment Trends & Tuition Philosophy*, Educational Planning and Policy Committee

December 8, 2011, *The Student Experience: Financial Aid & Financial Literacy*, Faculty, Staff and Student Affairs Committee

February 10, 2011, *Financial and Advising Support for Undergraduate Students*, Educational Planning and Policy Committee

October 14, 2011, *Overview: Scope, Size, and Mission: The Report of the Enrollment Management Committee*, Board of Regents

October 13, 2011 *Scope, Size, and Mission: The Report of the Enrollment Management Committee*, Educational Planning and Policy Committee

July 2010, *2010-11 Financial Aid Update*, Faculty, Staff, and Student Affairs Committee



UNIVERSITY OF MINNESOTA BOARD OF REGENTS

Academic and Student Affairs Committee

December 12, 2013

Agenda Item: Consent Report

review review/action action discussion

Presenters: Senior Vice President/Provost Karen Hanson

Purpose:

policy background/context oversight strategic positioning

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

Outline of Key Points/Policy Issues:

I. Request for Approval of New Academic Programs

- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)— Create undergraduate minor in Agricultural and Food Business Management
- College of Liberal Arts (Twin Cities campus)— Create certificate in Spanish Language Advanced-Level Proficiency
- Medical School (Twin Cities campus)— Create a Fellowship in Neuromuscular Medicine
- Medical School (Twin Cities campus)— Create a Post-baccalaureate Certificate in Orthoptics
- Crookston campus— Create a B.S. degree in Entrepreneurship and deliver the degree online

II. Request for Approval of Changed Academic Programs

- Academic Health Center (Twin Cities campus)— Change the name of the B.S. degree in Clinical Laboratory Sciences to Medical Laboratory Sciences
- College of Continuing Education (Twin Cities campus)— Create a sub-plan in Thematic Career and Technical Education within the B.S. degree in Inter-College Program
- College of Design (Twin Cities campus)— Discontinue the sub-plan in Housing Technology within the B.S. degree in Housing Studies

- College of Education and Human Development (Twin Cities campus)—Change the name of the minor in Social and Philosophic Studies in Education to Sociocultural Studies in Education.
- College of Liberal Arts (Twin Cities campus)—Create a Plan C option and discontinue the Plan B option within the M.A. degree in Speech-Language-Hearing Science
- Medical School—Change the name of the Ph.D. and M.S. degree in Biophysical Sciences and Medical Physics to Medical Physics. Discontinue the Plan A option in the M.S. degree. Move the academic home of the degrees to the Medical School.
- School of Public Health (Twin Cities campus)—Create a Plan C option and discontinue the Plan B option within the M.P.H. in Environmental Health.
- School of Fine Arts (Duluth campus)—Create sub-plans in Applied Conducting, Collaborative Piano, Music Education, and Performance within the M.M. degree in Music.
- Crookston campus— Create a sub-plan in Ecological Restoration within the B.S. degree in Natural Resources
- Crookston campus—Deliver the B.S. degree in Marketing online
- Crookston campus—Discontinue sub-plans in Elementary Education and Preprimary Education Specialty within the B.S. degree in Elementary Education

III. Request for Approval of Discontinued Academic Programs

- School of Fine Arts (Duluth campus)—Discontinue the M.F.A. degree in Art

Background Information:

This report appears as a regular item on the Academic and Student Affairs Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

President's Recommendation for Action:

The President recommends approval of the academic program proposals detailed in the Consent Report.

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
December 13, 2013**

Consent Report

I. Request for Approval of New Academic Programs

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)— Create undergraduate minor in Agricultural and Food Business Management**

The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to create an undergraduate minor in Agricultural and Food Business Management, effective Fall 2014. The proposed minor will provide an opportunity for students who want to include courses in business management in an agricultural or food business setting within their major program. This minor will help prepare students for careers in industry or a graduate business program. The proposed program takes advantage of existing resources.

- **College of Liberal Arts (Twin Cities campus)—Create certificate in Spanish Language Advanced-Level Proficiency**

The College of Liberal Arts on the Twin Cities campus requests approval to create a certificate in Spanish Language Advanced-Level Proficiency, effective Spring 2014. The proposed program will serve students interested in achieving advanced-level proficiency in Spanish and having their skills formally recognized. This certification will make recipients more competitive for admission to graduate study, as well as career advancement opportunities. The proposed program takes advantage of existing resources.

- **Medical School (Twin Cities campus)—Create a Fellowship in Neuromuscular Medicine**

The Medical School on the Twin Cities campus requests approval to create a fellowship in Neuromuscular Medicine, effective Summer 2014. The 12-month clinical fellowship will comprise clinical practice, didactic training, and participation in basic research. The proposed program will provide a one-year clinical experience which will train fellows in the evaluation and management of patients with neuromuscular disorders using specialized procedures and techniques.

- **Medical School (Twin Cities campus)—Create a Post-baccalaureate Certificate in Orthoptics**

The Medical School on the Twin Cities campus requests approval to create a Post-baccalaureate certificate in Orthoptics, effective summer 2014. The proposed program prepares students for the evaluation and treatment of disorders of vision, as well as eye

movement and alignment. Completion of this certificate allows students to sit for national certification exams.

- **Crookston campus—Create a B.S. degree in Entrepreneurship and deliver the degree online**

The Crookston campus requests approval to create a Bachelor of Science (B.S.) degree in Entrepreneurship, effective Spring 2014. The proposed program focuses on the recognition of business ideas and potential entrepreneurial ventures, as well as applied creativity, small business finance, and strategy development. The program prepares students to launch and grow their own businesses, while also equipping them with skills of creativity, leadership, management, planning and risk evaluation. The proposed program will make use of existing courses and resources. The online format will increase access to the program and will allow students to complete the degree in a timely manner. Online delivery of the degree will be supported by the campus' existing elearning support and resources.

II. Request for Changes to Academic Programs

- **Academic Health Center (Twin Cities campus)—Change the name of the B.S. degree in Clinical Laboratory Sciences to Medical Laboratory Sciences**

The Academic Health Center on the Twin Cities campus requests approval to change the name of the Bachelor of Science (B.S.) degree in Clinical Laboratory Sciences to Medical Laboratory Sciences, effective Fall 2014. The proposed name reflects changes in accreditation standards, as well as outcomes and competencies for current practice.

- **College of Continuing Education (Twin Cities campus)—Create a sub-plan in Thematic Career and Technical Education within the B.S. degree in Inter-College Program**

The College of Continuing Education on the Twin Cities campus requests approval to create a sub-plan in Thematic Career and Technical Education sub-plan within the Bachelor of Science (B.S.) degree in Inter-College Program, effective Spring 2014. The proposed sub-plan prepares students to teach in career and technical education settings. The program offers professional preparation for students interested in working towards Minnesota teaching licensure. The licensure option prepares students for teaching secondary, technical and/or community college Career and Technical Education programs.

- **College of Design (Twin Cities campus)—Discontinue the sub-plan in Housing Technology within the B.S. degree in Housing Studies**

The College of Design on the Twin Cities campus requests approval to discontinue the sub-plan in Housing Technology within the Bachelor of Science (B.S.) degree in Housing Studies, effective Fall 2014. The proposed change better reflects current student preferences, as well as standards of practice in the field.

- **College of Education and Human Development (Twin Cities campus)—Change the name of the minor in Social and Philosophic Studies in Education to Sociocultural Studies in Education.**

The College of Education and Human Development on the Twin Cities campus requests approval to change the name of the graduate minor in Social and Philosophic Studies in Education to Sociocultural Studies in Education, effective Spring 2014. The proposed name change reflects curricular changes that have taken place over the life of the program, as well as a more contemporary and interdisciplinary area of study.

- **College of Liberal Arts (Twin Cities campus)—Create a Plan C option and discontinue the Plan B option within the M.A. degree in Speech-Language-Hearing Science**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the Plan B (project) option and create a Plan C (comprehensive exam) option within the Master of Arts (M.A.) degree in Speech-Language-Hearing Science, effective Spring 2014. The proposed changes will better serve students in preparation for entry-level practice in the licensed profession of Speech Language Pathology.

- **Medical School—Change the name of the Ph.D. and M.S. degree in Biophysical Sciences and Medical Physics to Medical Physics. Discontinue the Plan A option in the M.S. degree. Move the academic home of the degrees to the Medical School.**

The Medical School on the Twin Cities campus requests approval to change the name of the Doctor of Philosophy (Ph.D.) and Master of Science (M.S.) degrees in Biophysical Sciences and Medical Physics to Medical Physics, effective Spring 2014. The proposed name change better aligns the program with coursework and the degree objectives of students in the program. The Medical School also requests approval to discontinue the Plan A (thesis) option, leaving only the Plan B (project) option, effective Spring 2014. The Plan B option is more suitable for students planning to work in government or hospital settings where technical knowledge is more germane than research experience. Finally, the Medical School requests approval to move the academic home of the degrees solely to the Medical School, effective Spring 2014. Previously, the Graduate School and the College of Science and Engineering were also stakeholder, degree-granting and approver colleges but are no longer interested in involvement with the Medical Physics program.

- **School of Public Health (Twin Cities campus)—Create a Plan C option and discontinue the Plan B option within the M.P.H. in Environmental Health.**

The School of Public Health on the Twin Cities campus requests approval to discontinue the Plan B (project) option and create a Plan C (comprehensive exam) option within the Master of Public Health (M.P.H.) degree in Environmental Health, effective Spring 2014. The proposed changes will better serve students in preparation for entry-level practice in related public health professions.

- **School of Fine Arts (Duluth campus)—Create sub-plans in Applied Conducting, Collaborative Piano, Music Education, and Performance within the M.M. degree in Music.**

The School of Fine Arts on the Duluth campus requests approval to create sub-plans in Applied Conducting, Collaborative Piano, Music Education, and Performance within the Master of Music (M.M.) degree in Music, effective Spring 2014. The proposed sub-plans will help students fulfill requirements regarding specific academic content while allowing specialization relative to individual interests and objectives.

- **Crookston campus— Create a sub-plan in Ecological Restoration within the B.S. degree in Natural Resources**

The Crookston campus requests approval to create a sub-plan in Ecological Restoration within the Bachelor of Science (B.S.) degree in Natural Resources, effective Spring 2014. The proposed sub-plan will focus on repairing damaged ecosystems. Students who participate in this sub-plan will be able to assess causes of land degradation and plan restorative actions.

- **Crookston campus—Deliver the B.S. degree in Marketing online**

The Crookston campus requests approval to deliver the Bachelor of Science (B.S.) degree in Marketing online, effective Spring 2014. The online format will increase access to the program and will allow students to complete the degree in a timely manner. Online delivery of the degree will be supported by the campus' existing elearning support and resources.

- **Crookston campus—Discontinue sub-plans in Elementary Education and Preprimary Education Specialty within the B.S. degree in Elementary Education**

The Crookston campus requests approval to discontinue the sub-plans in Elementary Education and Preprimary Education Specialty with the Bachelor of Science (B.S.) degree in Elementary Education, effective Spring 2014. The sub-plans are not necessary, as the curriculum already covers all of the topics and courses that would be included in these concentrations.

III. Request for Approval of Discontinued Academic Programs

- **School of Fine Arts (Duluth campus)—Discontinue the M.F.A. degree in Art**

The School Fine Arts on the Duluth campus requests approval to discontinue the Master of Fine Arts (M.F.A.) in Art, effective Spring 2014. In addition to low enrollment, the program lacks the resources to become accredited. The faculty Graduate council voted to close the program. The program will work to ensure that remaining students finish in a timely manner.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic and Student Affairs Committee

December 12, 2013

Agenda Item: Information Item

review review/action action discussion

Presenters: Senior Vice President/Provost Karen Hanson

Purpose:

policy background/context oversight strategic positioning

To provide the committee with an update on the Association of Public and Land-grant Universities' Trailblazer Award.

Outline of Key Points/Policy Issues:

- The University of Minnesota – Twin Cities was one of two finalists for the inaugural Trailblazer Award presented by the APLU at its Annual Meeting on November 12, 2013.
- The following initiatives were highlighted in the University of Minnesota's finalist profile:
 - Improving Academic Advising;
 - Enhancing the Academic Experience;
 - Setting Strong Graduation Norms and Policy; and
 - Improving Financial Support.

Background Information:

In March 2013, the Association of Public and Land-grant Universities (APLU) announced the creation of the Most Visible Progress (MVP) National Degree Completion Awards. The honors are designed to both reward the efforts of universities that are successfully retaining and graduating students while promoting those schools as a model for other institutions to follow. The MVP Trailblazer Award is given to one APLU university that has made exceptional progress with increasing retention toward or completion of a bachelor's degree during the last three years.



PROFILE 2: MVP TRAILBLAZER AWARD FINALIST



UNIVERSITY
OF MINNESOTA

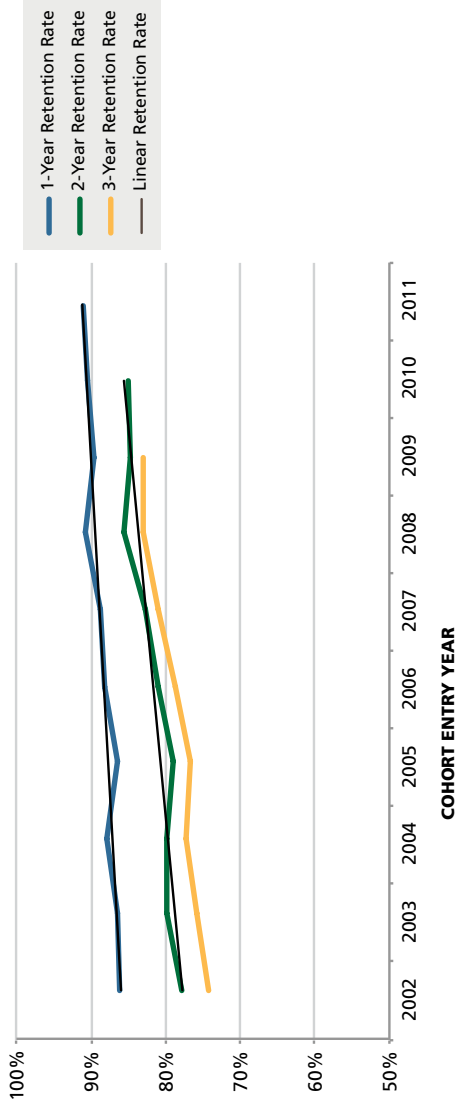
Driven to DiscoverSM

University of Minnesota–Twin Cities

Location:	Minneapolis and Saint Paul, MN
Established:	1851
Enrollment:	51,853
Undergrads:	30,375
President:	Eric W. Kaler

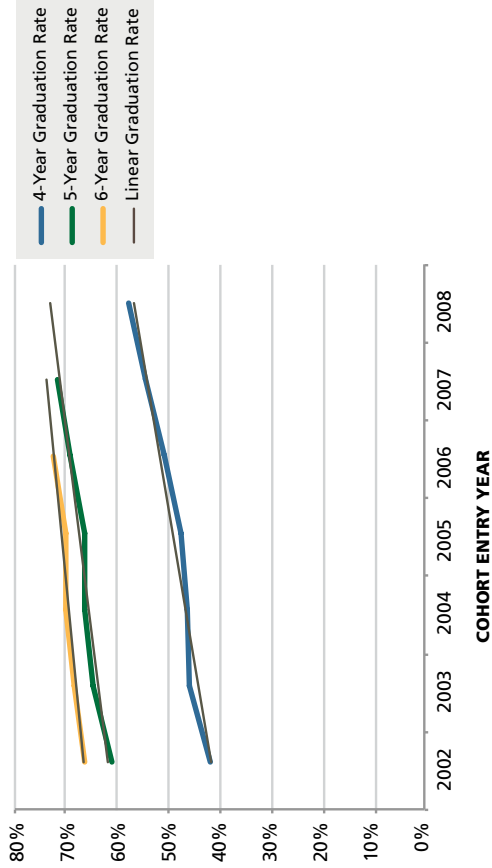
Excerpted from Lee, J.M. and Keys, S.W. (2013). High tech, high touch: campus based strategies for student success. (APLU Office of Access and Success Report 2013-01). Washington, DC: Association of Public and Land-grant Universities.

FIGURE 7: UNIVERSITY OF MINNESOTA TWIN-CITIES FTIC RETENTION RATES FOR 2002–2011 COHORTS



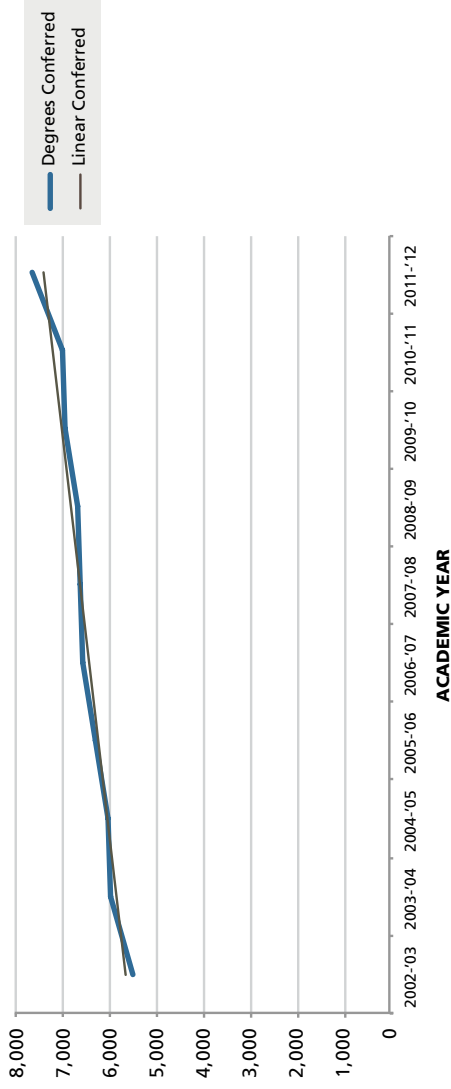
Source: University of Minnesota-Twin Cities, 2013

FIGURE 8: UNIVERSITY OF MINNESOTA TWIN-CITIES GRADUATION RATES FOR 2002–2008 COHORTS



Source: University of Minnesota-Twin Cities, 2013

FIGURE 9: UNIVERSITY OF MINNESOTA TWIN-CITIES BACHELOR'S DEGREES CONFERRED BY ACADEMIC YEAR



Source: University of Minnesota-Twin Cities, 2013

Note: Academic year includes summer, fall, and spring (ex: 2006-'07 includes summer '06, fall '06, spring '07)

Target Population: All Undergraduate Students

The Undergraduate Student Success Initiative focuses on creating a culture of student success for all undergraduates. The University of Minnesota–Twin Cities enrolls over 30,000 degree-seeking undergraduates in 149 academic programs. Reflecting the university’s commitment to access and excellence, its components include programs calibrated to varied student populations, including students of color, first-generation college students, honors students, students from low- and middle-income families, and students in the College of Liberal Arts, which has the largest concentration of undergraduates.

University of Minnesota–Twin Cities Undergraduate Student Success Initiative

The Undergraduate Student Success Initiative is a comprehensive university-wide effort to improve the retention and timely graduation of undergraduates on the University of Minnesota’s Twin Cities campus. A 2001 report by a campus-wide task force noted that the Twin Cities campus had five- and six- year graduation rates substantially behind those of peer universities; although progress was being made, the six-year rate of 51 percent was among the lowest in the Big Ten. The task force, which included academic and student services staff from across the campus, systematically examined the reasons for persistently low retention and graduation rates and identified the need for “a conscious, focused effort” that would transcend short-term strategies and span multiple fronts across the institution. The university set out a decade ago to reverse those trends through strong institutional commitment, innovative strategy implementation, and sustained

culture change. The effort emphasizes multifaceted initiatives implemented, enhanced, and sustained over an extended period of time. It focuses on initiatives designed to strengthen structures and practices and, most critically, make them part of a university-wide culture supporting student success. In addition to sending a clear and consistent message to students about the University's expectations, this effort would enlist faculty and staff, especially academic advisors, in making timely degree completion a priority.

Efforts have been driven by strategic emphasis on improving academic advising, enhancing the academic experience, setting strong graduation norms and policy, and ensuring student financial support. The effort is aligned with aggressive student graduation goals set by the Board of Regents in 2006: 60 percent of University of Minnesota–Twin Cities undergraduates earning degrees in four years; 75 percent within five years; and 80 percent within six years.

Goals, Strategy and Implementation

GOALS:

- Four-year graduation rate of 60 percent
- Five-year graduation rate of 75 percent
- Six-year graduation rate of 80 percent

STRATEGY: The Undergraduate Student Success Initiative reflects a change in focus from discrete interventions to broad institutional buy-in and campus-wide engagement. Over the past decade, concerted efforts have reshaped all aspects of undergraduate student life at the university, creating a high-expectations “student success environment” to achieve significant and sustained degree-completion gains.

The Office of Undergraduate Education has concentrated on strategies to reshape student attitudes, with the first-year experience a key focus. The goal of graduating in four years, not just at some point, is explicit in University policy and a persistent message in every encounter with students.

IMPLEMENTATION: The biggest challenge the university faced was that of creating and sustaining culture change broadly across our large and highly decentralized institution. For that reason, we made “changing graduation norms” an implementation category in its own right, one of four focus areas along with enhanced advising, curricular improvements, and financial support. Diversified strategies, including policy-level strategies, have promoted the completion of 30 credits per year as a normal expectation for undergraduate students. In addition to sending a clear and consistent message to students about the university's expectations, we have made a point of directing resources to strategies enlisting faculty and staff (especially academic advisors) in making degree completion a priority.

Student-success expectations loom particularly large for deans, who in the last few years have been made directly accountable for meeting goals in six areas critical to degree completion:

- First-year retention rates
- second-, third- and fourth-year progress toward degree
- Four-year graduation rates
- Structure of degree program requirements
- Effective curricular scheduling
- Quality of instruction

University of Minnesota-Twin Cities Initiatives

1. Improving Academic Advising

Enhanced first-year programs—including expanded freshman and transfer orientation programs and a freshman Welcome Week—which began in 2008.

- Center for Academic Planning and Exploration (CAPE, opened in 2010)
- Graduation Planner (ongoing development since 2007)
- MyU Student Portal (developed 2006 with update now under development)
- APLUS, an innovative advising tool developed at the university to keep advisors continually updated on students' academic progress (launched in 2010).

2. Enhancing the Academic Experience

- The SMART Learning Commons, diversified academic support located within three different campus libraries.
- Expanded Freshmen Seminars: small classes on varied topics taught by senior faculty.
- First-Year Writing Program: close contact with instructors in small classes, begun in 2007.
- Writing-Enriched Curriculum: major initiative building on first-year writing program; launched in 2007 with a four-year pilot phase spanning 20 academic units.
- Access to Success (ATS) program: intensive advising, peer mentoring, and community building for students whose experiences and records indicate potential for success but whose rank and test scores suggest need for additional support, begun in 2008.
- Student Learning Outcomes set clear expectations for students, guide faculty course planning and academic advising, and provide a meaningful framework for assessing what students know and do. Implementation began in 2007–2008 after a four-year planning process.

- Liberal Education Curriculum requirements took effect in 2010.
- Undergraduate Research Opportunities Program (UROP): one-to-one student-faculty experiences that deepen undergraduate engagement with the richness of a comprehensive research university.
- University Honors Program launched in 2010.

3. Setting Strong Graduation Norms and Policy

- University policies mandating that all academic programs have four-year curricular plans based on 15-credit norms and actively promote them to students.
- Monitoring curriculum requirements and adjusting course scheduling to ensure that students have access to the courses needed to fulfill requirements and graduate on time.
- Full-time enrollment incentives including tuition banding, which sets tuition at a flat 13-credit rate for 12 or fewer credits and at free above 13 credits.
- Midterm alerts, providing feedback to students when performance is falling below a C average.

4. Improving Financial Support

- Need-based financial aid, including UPromise Scholarships launched in 2007.
- Scholarship Tracking and Reporting (STAR) system (2011) - organizes financial information about scholarships to optimize the use of available funds and to effectively measure the impact of scholarship fundraising for students.
- Financial literacy programs to educate students and parents about actual and opportunity costs of taking longer than four years to graduate and the importance of “living like a student now so you don’t have to live like one later.”

Role of Technology

Many key initiatives and programs encompassed in the university’s effort have been technology-driven. This has been especially true of interactive tools to better support advising, student planning, student engagement, and scholarship administration. These include the Graduation Planner, the MyU Student Portal, and the APLUS advising tool. Another technology-driven innovation, the Scholarship Tracking and Reporting (STAR) program, has greatly enhanced financial aid strategies in support of undergraduate student retention and graduation. The STAR program provides detailed planning analytics for \$125 million of institutionally committed aid from 5,000 different sources, as well as management tools that optimize delivery of funds and measurement

of impact for 28,000 student aid recipients. Emphasizing the right money to the most deserving recipients, the program makes possible more aid and higher aid awards, with 25 percent more in scholarship funds awarded to students since the STAR system's launch in mid-2011.

Program Costs

The APLUS development cost about \$300,000 over three years and requires \$40,000 each year to maintain. The STAR system required a \$200,000 non-recurring development cost. However, many initiatives were implemented to achieve outcomes beyond the timely completion of degrees.

Outcomes and Results

The most recent results (IPEDS data) show retention rates at their highest level in the past decade; the second-year retention rate showed slight exception, dipping incrementally from the previous year. One-year retention was 91 percent, up nearly 12 percentage points in a decade. The most significant retention gains have been among students of color, who make up over 18 percent of the undergraduate student population on the Twin Cities campus. The gains have since 2009 nearly closed a gap that had persisted between students of color and white students. The first-year retention rate for students of color has increased from 79.5 percent for students who entered as first-year students in fall 2000 to 89 percent for those who entered in fall 2010; the gains close a long-persistent gap between 84.1 percent and 90.5 percent, respectively, for white students. For Chicano/Latino students, the first-year retention rate increased by 14.2 percentage points, from 71.6 percent to 85.8 percent. American Indian students also saw a large increase in first-year retention rates, from 61.3 percent in 2000 to 83.6 in 2010, a jump of over 20 percentage points. The gains in graduation rates have been dramatic.

The Twin Cities campus' four-year graduation rate has increased significantly, trending steadily upward over a decade and scoring a large three-year gain. The four-year graduation rate for the most recent class (entered in 2008, graduated in 2012) is above 58 percent—up 11 percentage points in three years, 21 percentage points in seven years, and double the rate of a decade ago. The gains put the university within striking distance of the 60 percent goal set by the university's Board of Regents. The five-year and six-year rates also are up; the five-year rate of 72.1 nears the 75 percent goal, and the six-year rate of 72.3 percent is on track toward the 80 percent target. The four-, five- and six-year graduation rates for students of color have also improved, and the achievement gap has narrowed. Data show that 55 percent of undergraduate students of color graduate in fewer than 5 years. Improvements are most evident in the four-year rate for Chicano/Latino students: now at 46.1 percent, up from 26.9 percent five years ago.



ABOUT APLU

The **ASSOCIATION OF PUBLIC AND LAND-GRANT UNIVERSITIES (APLU)** is a research, policy, and advocacy organization representing 218 public research universities, land-grant institutions, state university systems, and related organizations. Founded in 1887, APLU is the nation's oldest higher education association with member institutions in all 50 states, the District of Columbia, and four U.S. territories. Annually, member campuses enroll more than 3.8 million undergraduates and 1.2 million graduate students, award over 1 million degrees, employ nearly 1 million faculty and staff, and conduct more than \$37 billion in university-based research.

ABOUT OAS

APLU's **OFFICE FOR ACCESS AND SUCCESS (OAS)** is dedicated to equity, access, and educational excellence for all Americans with a special focus on underserved students and minority-serving institutions. OAS is primarily responsible for supporting the APLU Council of 1890 Universities; the Commission on Access, Diversity and Excellence (CADE); Hispanic-Serving Institutions; and the OAS Advisory Board.

ABOUT THE AUTHORS

JOHN MICHAEL LEE, JR. is vice president for the Office for Access and Success (OAS) and is responsible for advancing Public Black Universities, Hispanic-Serving Institutions, and Tribal Colleges and supporting the APLU Council of 1890 Universities; Commission on Access, Diversity and Excellence; and the OAS Advisory Board. His research interests include student access, participation, and success in higher education; student recruitment, retention, and graduation; student development; minority serving institutions (HBCUs, HSIs, and Tribal Colleges); higher education diversity; and education policy.

He earned a Ph.D. in higher education administration from New York University, an MPA with a concentration in economic development from Georgia State University, and a bachelor of science in computer engineering from Florida A&M University.

SAMAAD WES KEYS is the program assistant for the OAS and is responsible for research, managing collaborative partnerships and initiatives to meet the key organizational objectives for advancing college access and success for all students, with particular attention paid to underrepresented groups at the precollege and college levels. His research interests are focused on postsecondary education policy, minority student access and success, and minority-serving institutions. He holds a deep interest in the for-profit sector of higher education and how these institutions are shaping the future direction of higher education.

He is currently a doctoral candidate at the University of Georgia's Institute of Higher Education. He earned a master's degree from Central Michigan University in educational curriculum and instruction and a bachelor of arts degree from Morehouse College in psychology.

Suggested Citation:

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