



Academic & Student Affairs

May 2014

May 8, 2014

1:15 p.m. - 3:15 p.m.

East Committee Room, McNamara Alumni Center

ASA - MAY 2014

1. 2015-16 Reaccreditation of the Twin Cities & Rochester Campuses: Staff Preparations & Board Responsibilities

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 8, 2014

Agenda Item: 2015–16 Reaccreditation of the Twin Cities & Rochester Campuses:
Staff Preparations & Board Responsibilities

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost
Joseph Shultz, Deputy Chief of Staff to the Provost

Purpose & Key Points

The Twin Cities and Rochester campuses are scheduled for reviews in 2015-16 leading to the reaffirmation of accreditation by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

The presentation is intended to:

- Review the University's general accreditation responsibilities.
- Reiterate basic accreditation background information such as scope, purpose, structure, and relationship with the U.S. Department of Education.
- Report to the Board future plans and preparations to date for the reaffirmation of the Twin Cities and Rochester campuses.

Background Information

The Council for Higher Education Accreditation (CHEA) provides 20 basic questions about accreditation in its publication:

- CHEA (Council for Higher Education Accreditation). 2002. *The Fundamentals of Accreditation: What Do You Need to Know?* Washington, D.C.: CHEA.
http://www.chea.org/pdf/fund_accred_20ques_02.pdf.

Three stories in the *Chronicle of Higher Education* show the perspectives held by critics and proponents of the U.S. system of accreditation:

1. Carlson, Scott. 2014. "Pressure on Accreditation Is Cause for Concern, Speaker Warns." *Chronicle of Higher Education*, January 7. <http://chronicle.com/article/Pressure-on-Accreditation-Is/143855/>.
2. Kelderman, Eric. 2014. "Accreditation in Action: Inside a Site Visit." *Chronicle of Higher Education*, April 14. <http://chronicle.com/article/Accreditation-in-Action-/145883/>.
3. Kelderman, Eric. 2013. "U.S. House Panel Questions Value of Accreditation." *Chronicle of Higher Education*, June 13. <http://chronicle.com/article/US-House-Panel-Questions/139825/>.

The following presentation to the Board of Regents covered this topic:

- October 10, 2012, *University Accreditation*, Academic & Student Affairs Committee.

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
May 8, 2014**

**Background Information: National Accreditation
of U.S. Higher Education Institutions**

The University of Minnesota is accredited as an institution of higher education by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The HLC will review the Twin Cities and Rochester campuses together for reaffirmation of accreditation in 2015–16. The Crookston campus is scheduled for a separate review also in 2015–2016. The HLC will review the Duluth campus in 2017–2018 and the Morris campus in 2019–20. In addition, hundreds of professional associations accredit specific programs at the University. The following information provides general information about the role and purposes of accreditation in the United States.

What is Accreditation?

The Council for Higher Education Accreditation defines accreditation as a review of the quality of higher education institutions or programs. Accreditation aids students, families, government officials, and the media in knowing that an institution or program provides a quality education. In the United States, accreditation associations are private, nongovernmental organizations. In most other countries, accreditation (or quality assurance) is carried out by government organizations.

Accreditation status with an association recognized by the Council for Higher Education Accreditation and the U.S. Department of Education is important to an institution for several reasons:

- To be eligible for federal (and sometimes state) grants and loans, students need to attend an accredited institution.
- Employers often require accreditation when deciding to provide tuition assistance to current employees, considering the credentials of potential employees, or making charitable contributions.
- The federal government requires that an institution be accredited in order to be eligible for federal grants and loans or other federal funds.
- State governments require that an institution be accredited when they make funds available to students or institutions and when they allow students to sit for state licensure examinations.

The Higher Learning Commission

The Higher Learning Commission is one of seven regional accrediting associations in the United States recognized by the Council for Higher Education Accreditation (CHEA) and the United States Department of Education. The HLC accredits educational institutions in the 19-state North Central region: Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North and South Dakota, Nebraska, Ohio, Oklahoma, New Mexico, Wisconsin, West Virginia, and Wyoming. The HLC's accreditation system spreads the reaffirmation of accreditation over a repeating, ten-year cycle divided into two processes:

1. The Assurance Process—Including a University-authored assurance argument and an on-campus visit by a peer-review team in the tenth year and an assurance review in the fourth year of the cycle.
2. The Improvement Process—Requiring a campus-wide and substantial Quality Initiative of the institution's choosing.

The HLC's accreditation processes rely on peer evaluators (selected and trained volunteers from other higher education institutions) who review and judge the quality of member institutions.

The Criteria for Accreditation and Core Components

The Criteria for Accreditation are the standards of quality by which the Higher Learning Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion One. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

- 1.A. The institution's mission is broadly understood within the institution and guides its operations.
- 1.B. The mission is articulated publicly.
- 1.C. The institution understands the relationship between its mission and the diversity of society.
- 1.D. The institution's mission demonstrates commitment to the public good.

Criterion Two. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

- 2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.
- 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
- 2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.
- 2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.
- 2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

- 3.A. The institution's degree programs are appropriate to higher education.
- 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
- 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
- 3.D. The institution provides support for student learning and effective teaching.
- 3.E. The institution fulfills the claims it makes for an enriched educational environment.

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

- 4.A. The institution demonstrates responsibility for the quality of its educational programs.
- 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components

- 5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
- 5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
- 5.C. The institution engages in systematic and integrated planning.
- 5.D. The institution works systematically to improve its performance.

Current Accreditation Trends

The impending reauthorization of the Higher Education Act by the U.S. Congress has renewed conversations about the effectiveness of the accreditation process in ensuring quality and accountability in higher education. Some critics claim that the accreditation process does little to control student costs or demonstrate evidence of return from investment. Accrediting associations have responded by placing added emphasis on the importance of institutional practices that assess student learning and academic programs.

In August 2013, the Obama administration proposed a ratings plan that links federal aid to student outcomes, which could be tied to alternative accreditation requirements. The plan—the most significant effort to shift federal higher education policy since that advocated in 2006 by then Education Secretary Margaret Spellings—calls for the U.S. Department of Education to develop a new ratings system to compare colleges with similar missions. The rating system would identify colleges that do the most to help students from disadvantaged backgrounds as well as colleges that are improving their performance. The ratings would be based on factors including access, such as the percentage of students receiving Pell Grants; affordability, such as average tuition rates; and outcomes, such as graduation rates and graduates' earnings.

2015-16 Reaccreditation of the Twin Cities & Rochester Campuses: Staff Preparations & Board Responsibilities

Presentation to the Board of Regents Academic & Student Affairs Committee
May 8, 2014

Karen Hanson

Senior Vice President for Academic Affairs and Provost

Joseph Shultz

Deputy Chief of Staff to the Provost



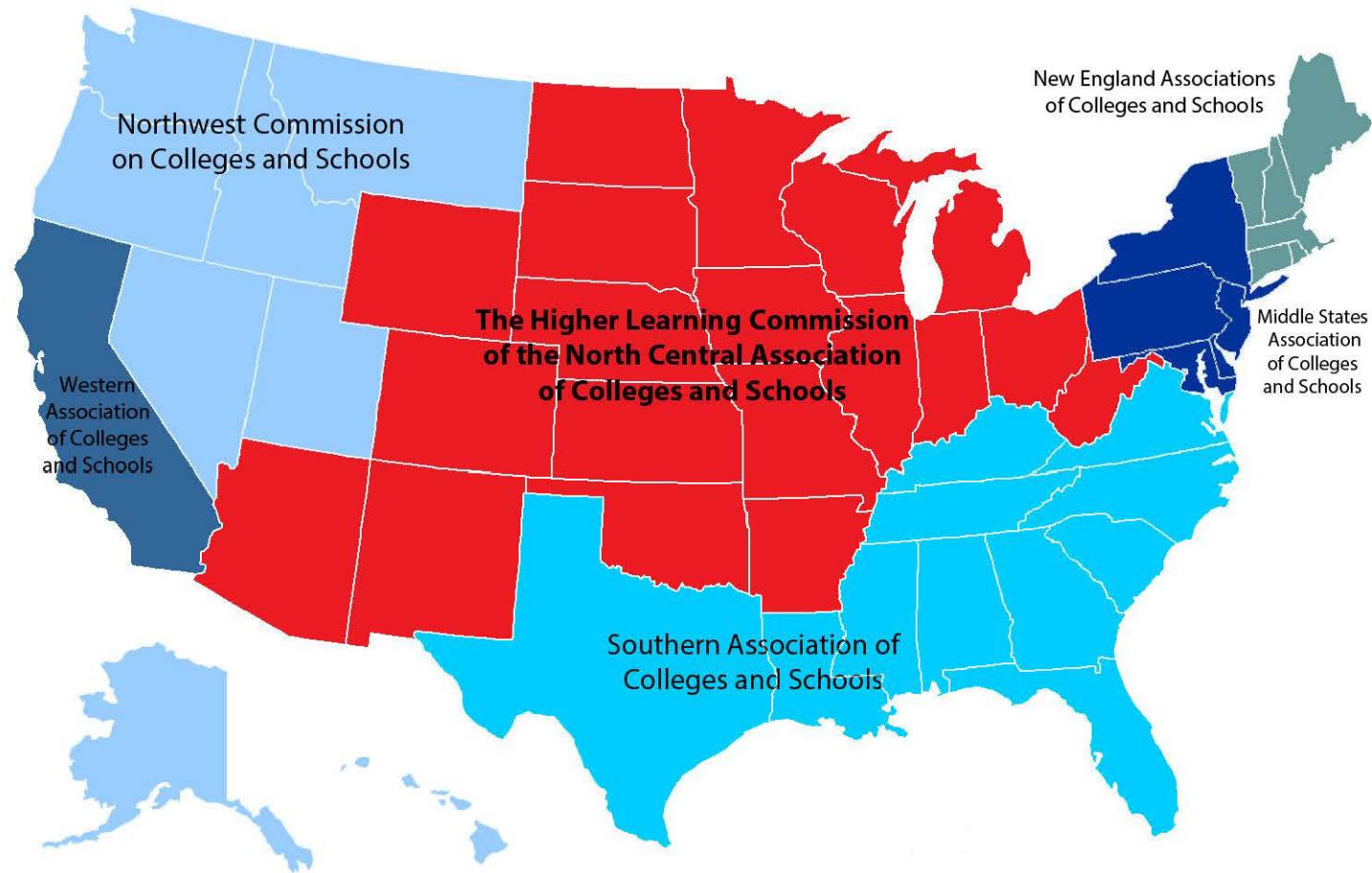
UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Presentation Goals

1. Accreditation in the United States and discussions about its future.
2. Our accreditation responsibilities and plans for successful visits in 2015-16.

Regional Accrediting Associations



Congressional Acts Affecting the Government's Relationship with Accreditation

1. The Servicemen's Readjustment Act of 1944
2. National Defense Education Act of 1952
3. Higher Education Act of 1965

CHEA Values and Beliefs about Accreditation

U.S. accreditation is built upon a core set of traditional academic values and beliefs, described by the following statements:

- Higher education institutions have primary responsibility for academic quality; colleges and universities are the leaders and the key sources of authority in academic matters.
- Institutional mission is central to judgments of academic quality.
- Institutional autonomy is essential to sustaining and enhancing academic quality.
- Academic freedom flourishes in an environment of academic leadership of institutions.
- The higher education enterprise and our society thrive on decentralization and diversity of institutional purpose and mission.

Perspectives Held by Critics of the U.S. System of Accreditation

- High costs
- Slow consequences for poor-quality institutions
- Inability to manage for-profit institutions
- Lack of transparency
- Conflict of interests with peer review

Key Components to the Crookston Campus Accreditation Visit

- Written Assurance Argument
- Federal Compliance Report
- Visit Preparations

Key Components to the Twin Cities and Rochester Campuses Accreditation Visit

- Written Assurance Argument
- Federal Compliance Report
- Visit Preparations

Twin Cities and Rochester Accreditation Planning Timeline

Criteria Assessment	2012-2013
Assurance Argument Development	Spring 2014
Campus Review of the Assurance Argument	Summer and Fall 2014
Redevelopment of the Assurance Argument	Fall 2014 and Spring 2015
Visit Logistics and Planning	Fall 2014 and Spring 2015
Assurance Argument Approvals and Submission	Summer 2015
Campus Visit	Fall 2015 or Spring 2016

Twin Cities and Rochester Accreditation Participants

- Campus Advisory Committee
- Senior Leadership
- Deans and other Academic Leaders
- Report Authors
- Steering Team and Planning Staff
- Board of Regents

Board of Regents Accreditation Responsibilities

- General Oversight of Preparations
- Approval of the campus assurance argument
- Host HLC reviewers during accreditation visit

Key Focus Areas

- Assessment of Student Learning
- Academic Program Review
- Ground-up Approach at UMR

Regents Discussion Questions

- What is the role of the Board in the national discussion about the future of accreditation?
- Is the University's planning adequate to ensure successful campus accreditation visits?



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 8, 2014

Agenda Item: Undergraduate Transfer Student Experience & University Impact

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

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

Purpose & Key Points

Keeping the door open to transfer students is an important part of the University's service to the State of Minnesota. System-wide, 12,835 new undergraduate students enrolled on our five campuses during fall semester 2013 and spring semester 2014, and 4,334 (34%) of those were new transfer students.

Each year on the Twin Cities campus, about 1/3 of our new undergraduate students are transfer students. Transfer students add to the diversity of the Twin Cities campus. When compared to those who enter as freshmen, our transfer students have higher proportions of:

- First-generation students (fall 2013: 40% for transfers, 24% for freshmen).
- African-American students (fall 2013: 6% for transfers, 4% for freshmen).
- International students (in 2012-13: 60%, 438 of 721 new international students were transfer students).
- Older than traditional college age (fall 2013: 18% of transfer students were over age 25).

Transfers to the University have done well academically. Transfer student graduation rates have been going up, just as they have been for our students who were admitted as freshmen.

We know from our SERU (Student Experience in the Research University) survey findings that, when compared to students who enter as freshmen, our transfer students are:

- More academically involved and show initiative.
- More likely to spend time working.
- More concerned about paying for education.
- More worried about personal debt.
- More likely to commute and commute from further distances.
- Less satisfied with their educational experience.
- Less likely to report working collaboratively with others.

- Less satisfied with advising and out-of-class contact with faculty and staff.

Within the past year, the following actions were taken to help transition transfer students to the Twin Cities campus and ensure their retention and success:

- Expanded **Transfer Welcome from one to three days** in fall of 2013, as part of the Welcome Week activities.
- Enabled more **transfer students to live in residence halls**, over 300 students this year.
- Created a new position specifically to focus on the transfer student experience, and **hired a new Transfer Coordinator in February of 2013**.
- Started a new **Transfer Advisory Committee** bringing together key staff from the colleges and support units like housing, student finance, and others. This committee has been meeting since fall of 2013 to better coordinate services to transfer students.
- Launched a **peer-to-peer network of transfer students** in spring semester 2014 to help mentor new transfer students entering campus. Recent transfer students serve as Peer Guides throughout a new transfer student's first semester on campus.
- Launched a new central website for transfer students, **transfer.umn.edu**, in March of 2014.
- Held elections in March of 2014 for a new **University Transfer Student Board (UTSB)**. This group of student leaders from across the campus is now in place.

Also included in the docket is the report "Occasional Papers on Undergraduate Education: Transfer Students, 1/25/2014," which provides background, data, and analysis from the Office of Undergraduate Education relevant to the May discussion.

Discussion items:

1. In what areas should we enhance the support for transfer students – e.g., advising, career counseling, and/or "transfer house" living/learning community?
2. Should the University have more focused transfer pipelines for certain colleges?
3. How do transfer students fit into the overall enrollment management strategy for the Twin Cities campus? What is the "appropriate" balance between freshmen and transfer students?

Background Information

The following presentations to the Board of Regents have covered this topic in recent years:

- December 12, 2013, *Twin Cities Undergraduate Education Update & Future Goals*, Academic & Student Affairs Committee.
- *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
- 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.
- November 12, 2009, *The Transfer Student Experience and Welcome Week Update*, Faculty, Staff and Student Affairs Committee.

Transfer Students: Updated on 1/25/2014

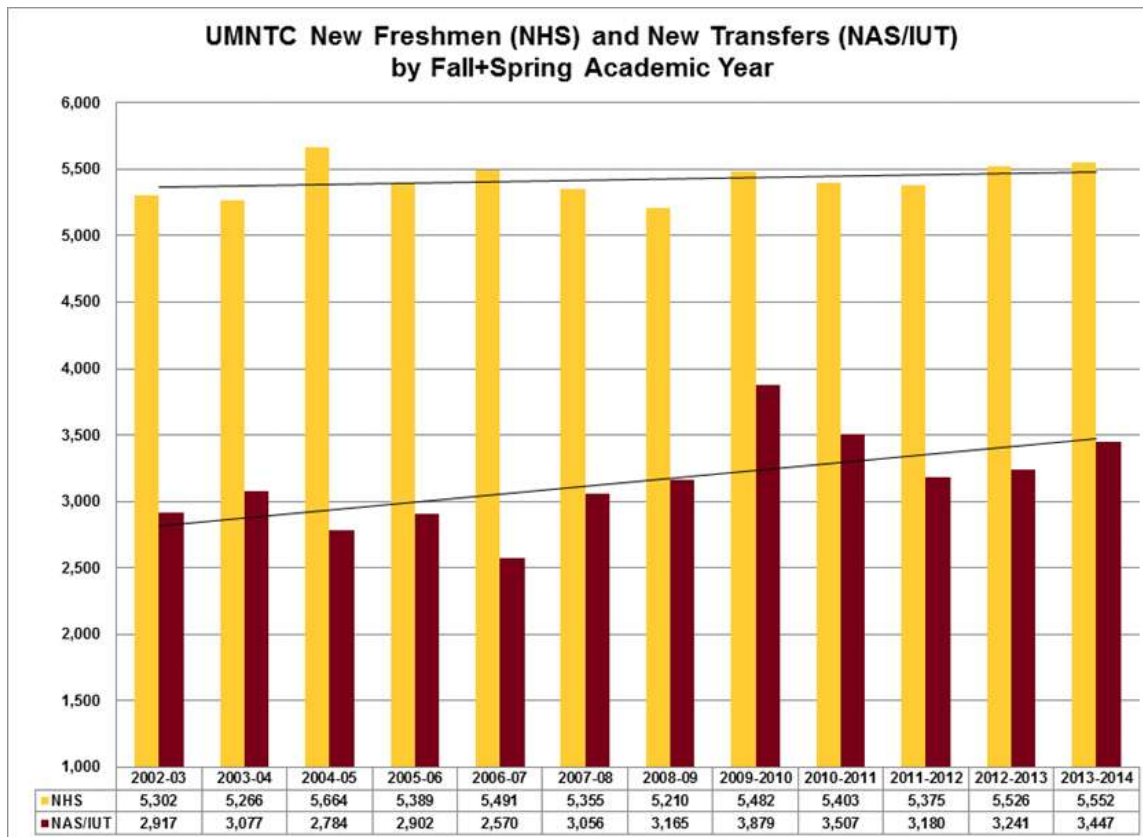
Brad Weiner & Ronald Matross,
Office of the Vice Provost and Dean of Undergraduate Education

Introduction

Over the past decade, The University of Minnesota-Twin Cities has executed an enrollment strategy which has increased new student enrollment numbers, enhanced student diversity, and attracted students with greater academic preparation and likelihood for persistence.

These improvements in our enrollment strategy have largely involved new freshmen who have never enrolled previously in any institution of higher education. This paper explores trends and data for our transfer students who enrolled on the Twin Cities campus after starting at another institution (NAS) or a different campus within the U of M system (IUT).

Table 1 demonstrates that transfers from other colleges and campuses of the U of M have remained somewhat stable over time, but that the relationship between the two populations has changed slightly. From 2001-2008 (except 2002), there was an inverse relationship between new and transfer based on enrollment trends from the previous year. When new enrollments went up, transfer enrollments went down. This balancing effect is small, but present. Since the 2009-2010 academic year, the trends have been directly related, with both groups increasing or decreasing from previous year enrollments.



Colleges of Origin

Below is a summary of the schools from which 2012-13 transfers came (defined as the school from which they transferred the most credits). The largest source of transfers to UMTC was the Minnesota Community College system, and the largest single feeder school was Normandale Community College.

2012-13 UMTC NAS+IUT Previous College Types		2012-13 UMTC Top Feeder Schools (NAS Only)	
<u>Previous College Type</u>	<u>%</u>	<u>Previous School</u>	<u>N</u>
MN Com Col	34.7%	Normandale Community College	324
UMD, UMC, UMM	8.2%	Minneapolis Comm. & Technical College	190
MN State Universities	5.8%	Century College	153
MN Private Colleges	8.1%	Anoka-Ramsey Community College	145
U of Wisconsin System	6.8%	North Hennepin Community College	127
Other	36.4%	Inver Hills Community College	103
Total	100%	Minnesota State University, Mankato	64
		St Cloud State University	59
		University of Saint Thomas (Minnesota)	57
		University of Wisconsin Eau Claire	54

Transfer Credits

In 2012-13, the University took transfers at all class levels, but relatively few with under 30 or over 90 previous credits. The majority were admitted either as sophomores or juniors (30-59 previous credits).

Previous College Credits of 2012-13 Transfers (NAS+IUT)

<u>Credits</u>	<u>%</u>
<30	19.2%
30-59	38.3%
60-89	30.7%
90+	11.4%
Total	100.0%
Lower Division (0-59)	57.5%
Upper Division (60+)	42.5%

Characteristics

The table below compares 2012-2013 transfers and new freshmen on ethnicity and selected other characteristics. Compared to freshmen, transfer students are more likely to be older and enroll part-time, be African American or international.

Selected Characteristics of 2012-13 UMTC Transfers and Freshmen

<u>Ethnicity</u>	<u>NAS+IUT</u>	<u>Freshmen</u>	<u>Characteristics</u>	<u>NAS+IUT</u>	<u>Freshmen</u>
White	63.9%	74.9%	% Women	50.4%	50.7%
African Am	5.8%	3.4%	% Aged 25+	15.7%	0.00%
Chicano/Latino	3.1%	2.8%	% 1st generation* +	38.4%	25.0%
Asian/Pacific	6.6%	12.2%	% Part-time	6.6%	0.2%
Am. Indian	2.0%	1.0%			
International	17.6%	5.2%			
NR/NA	1.0%	0.3%			
SOC	17.5%	19.5%			

* Neither parent has 4-yr college degree
+ NAS and NHS only for Fall 2012 term
**Due to rounding error, figures may not total 100%

Retention and Graduation

Table 2 displays first-year retention starting from the 2001 cohort.

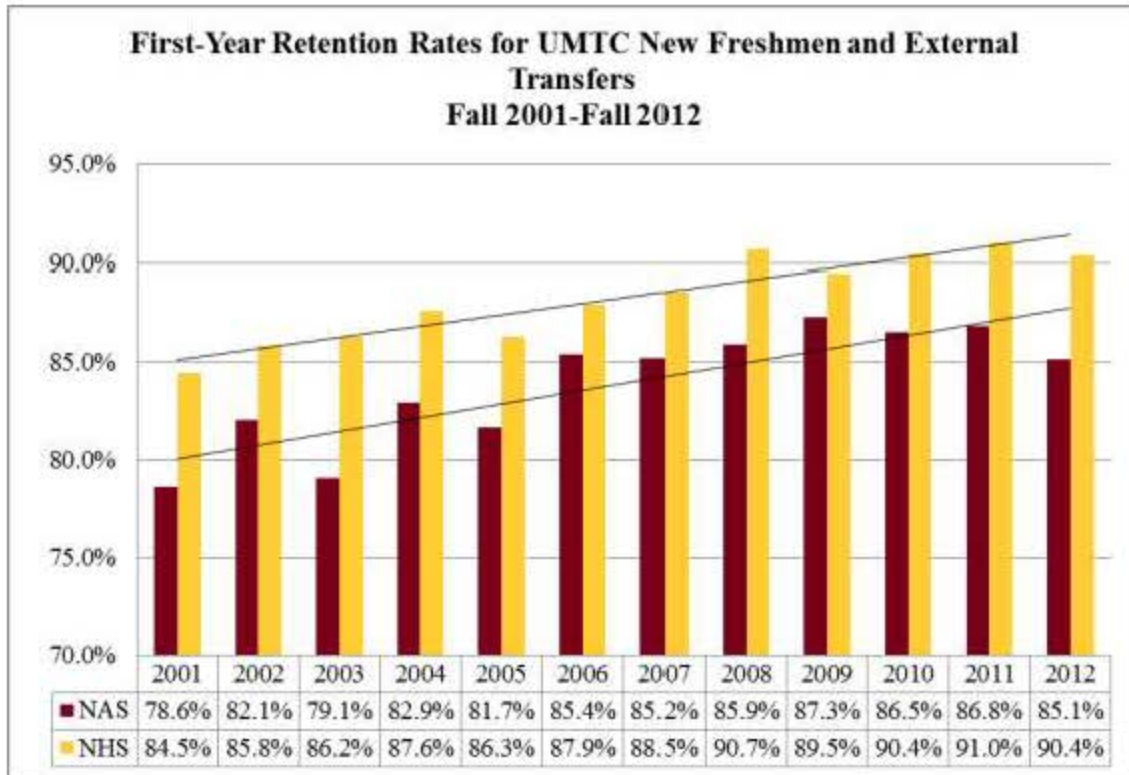
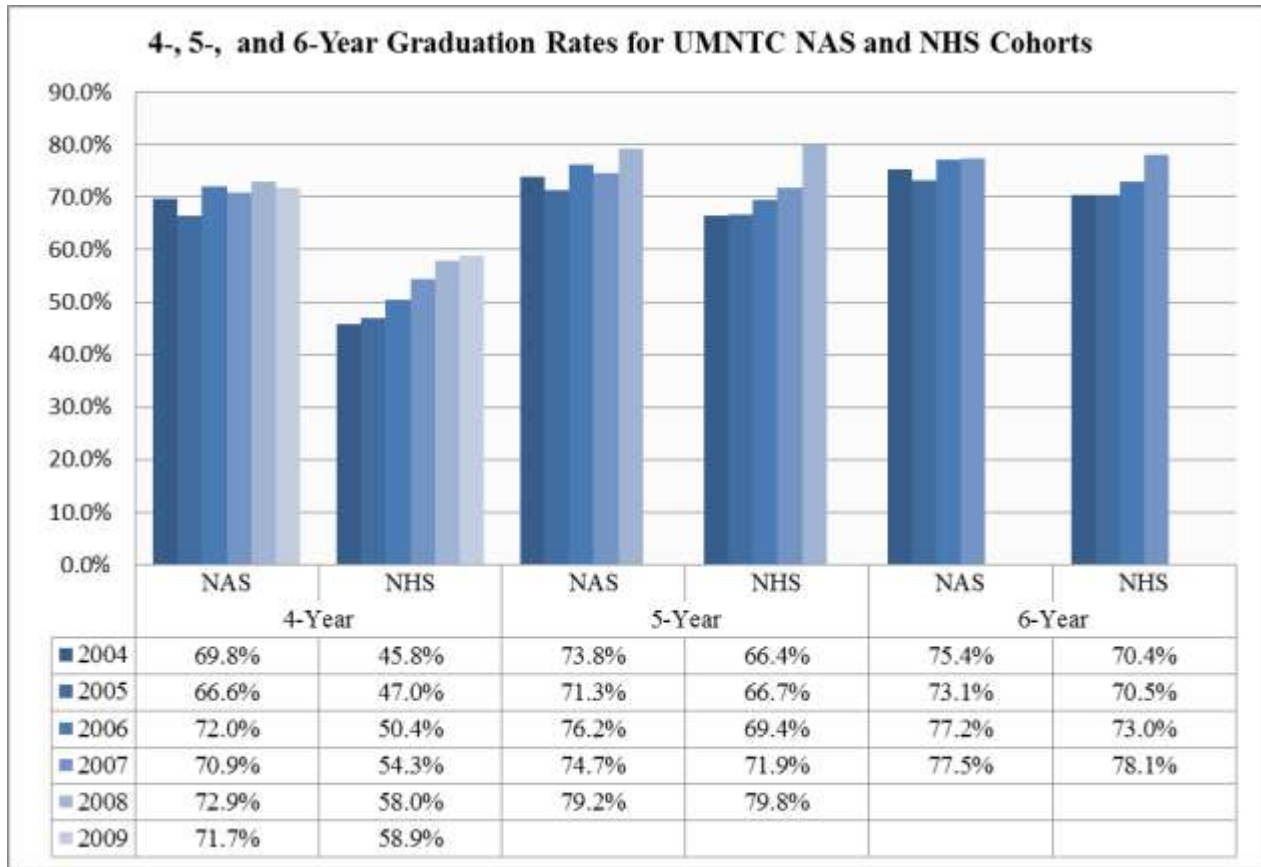


Table 3 displays the 4-, 5-, and 6-year graduation rates of 2004-2008 fall term cohorts of external transfers (NAS) and freshmen (NHS) from the time of their first entry to the University of Minnesota, Twin Cities.



First-year retention has increased for both groups over the last decade. Nevertheless, NHS students are consistently retained at a higher rate even as the gap between the two groups has narrowed. There also appears to be somewhat of a stagnation among both groups, indicating that the U of M has reached, or is reaching its “natural” level of retention for both groups given our current capacity and resource allocation.

Graduation rates have made admirable gains for transfer students over the last decade and transfer students continue to graduate at higher rates than incoming freshmen. This is an expected result because the act of transferring signals an interest in degree attainment and ability to succeed in a college environment. Efforts to increase freshman retention rates have narrowed the gap substantially between the two student populations. It is also noteworthy that there are small fluctuations in transfer graduation rates while NHS graduation rates remain stable or trend upward each year.

Discussion

The data in this report underscore the importance of transfer students to the University. On the Twin Cities campus, they comprise over a third of new undergraduates in a given academic year. They also add to the diversity of the campus, bringing in higher proportions of African-American, international, and older students.

Keeping the door open to transfers is an important part of the University's service to the state of Minnesota, especially as freshman admission becomes more competitive. The fact that Minnesota Community Colleges are the top feeder school and that direct transfer pathways exist, illustrates the U of M's continued commitment to this agenda.

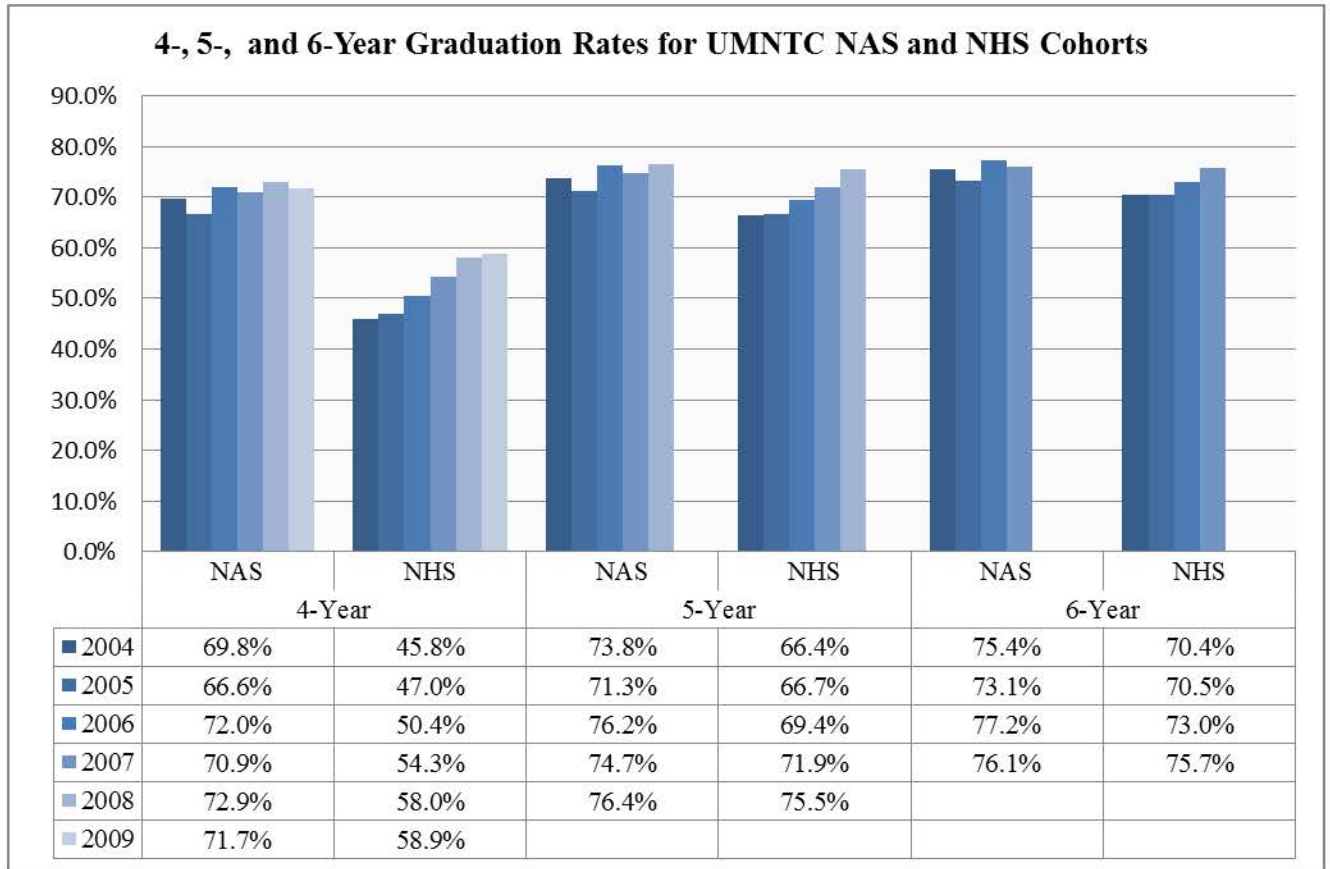
Transfers to the University have done well academically. Although their first-year retention rates are lower than those of freshmen, this pattern is seen nationally and is attributed to "transfer shock," a period of adjustment to a new place and often a more demanding curriculum. Transfers, however, still manage higher graduation rates than do freshmen despite considerable gains in graduation rates among the newly enrolled student cohorts.

This publication/material is available in alternative formats upon request. Direct requests to the Office of the Vice Provost and Dean of Undergraduate Education, 234 Morrill Hall, 100 Church Street, S.E., Minneapolis, MN 55455, 612-626-9425.

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

REVISED

Table 3 displays the 4-, 5-, and 6-year graduation rates of 2004-2008 fall term cohorts of external transfers (NAS) and freshmen (NHS) from the time of their first entry to the University of Minnesota, Twin Cities.



Undergraduate Transfer Student Experience and University Impact

**Board of Regents
Academic & Student Affairs
Committee
May 8, 2014**

Karen Hanson
Provost and Senior Vice President

Robert B. McMaster
Vice Provost and Dean of
Undergraduate Education

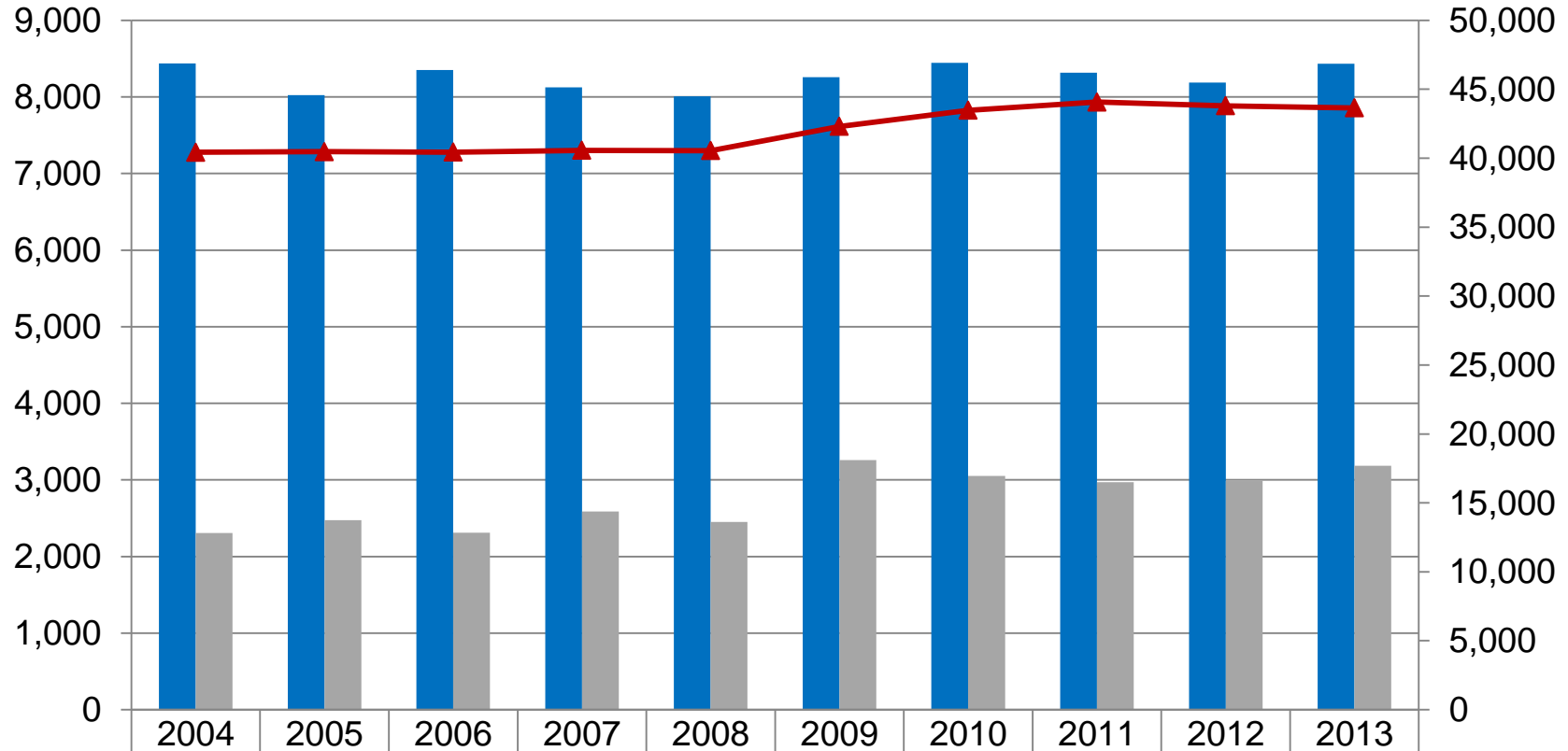


Discussion Items

1. Given limited resources, in what areas should we enhance the support for transfer students – e.g., advising, career counseling, living / learning communities?
2. Should there be more focused transfer pipelines for certain colleges / programs?
3. How do transfer students fit into the overall enrollment management strategy for the campus? What is the appropriate balance between freshmen and transfer students?

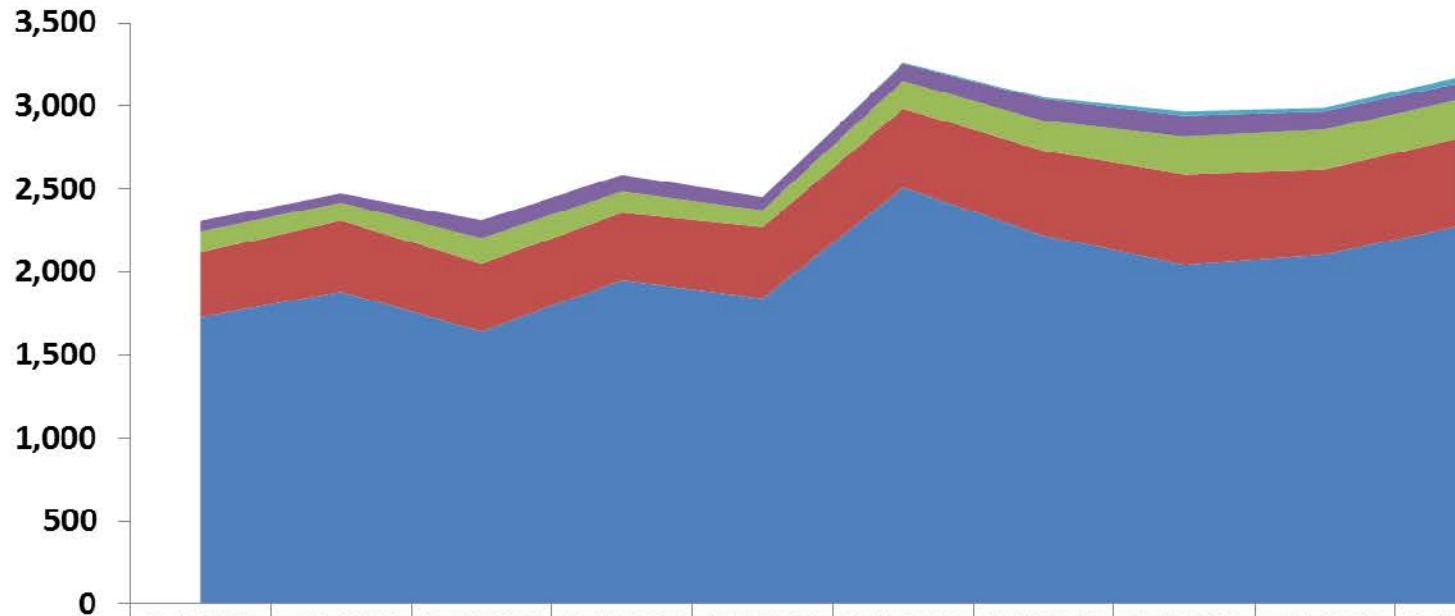
U of M System Enrollment Trends

Freshmen = NHS; Transfers = NAS Only



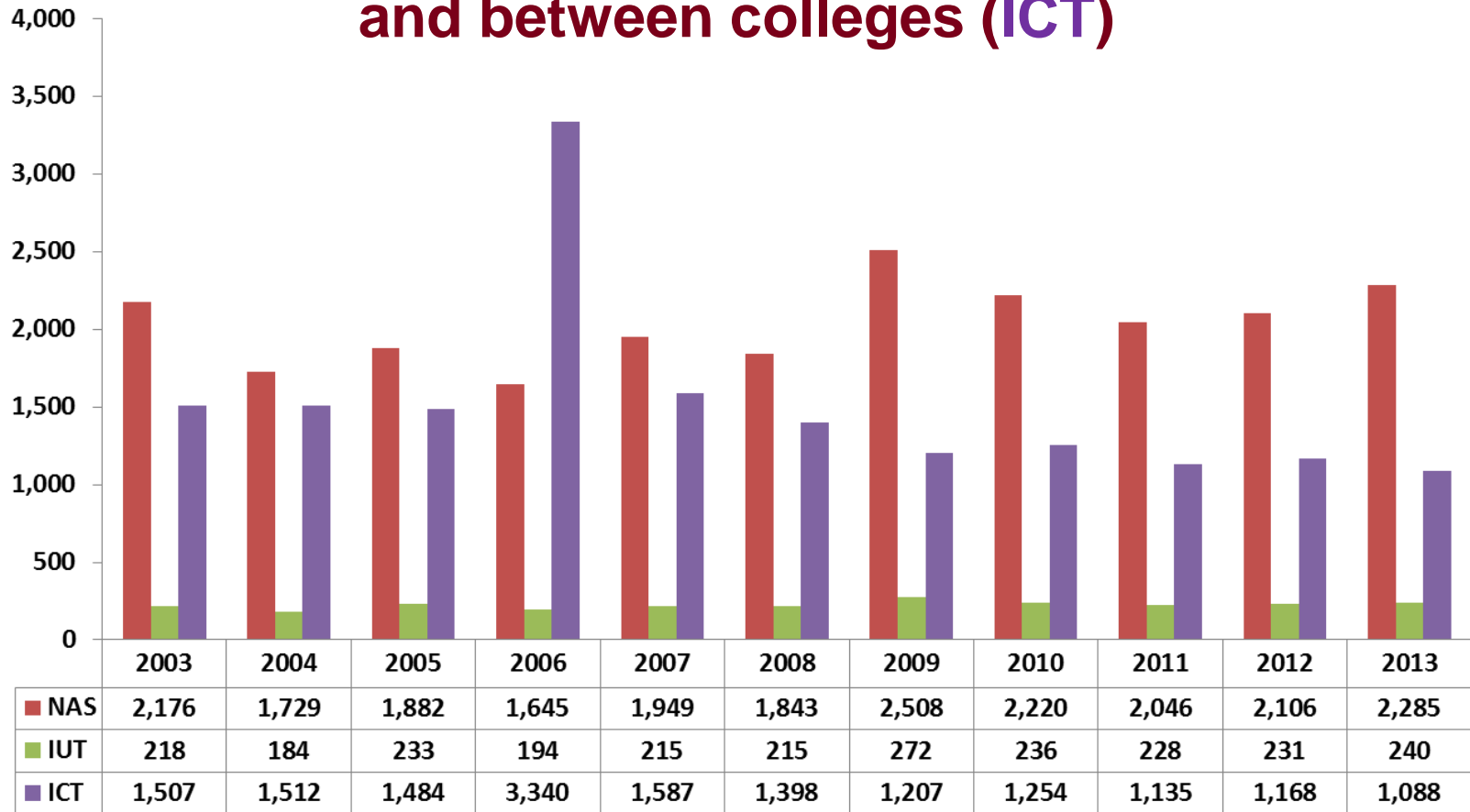
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Freshmen	8,438	8,025	8,350	8,124	8,007	8,258	8,447	8,317	8,189	8,435
Transfers	2,308	2,474	2,311	2,587	2,452	3,259	3,052	2,969	2,990	3,183
Total UGRD	40,427	40,474	40,437	40,572	40,546	42,309	43,471	44,071	43,802	43,646

Total New Transfer (NAS) Students by Campus – Fall Semesters

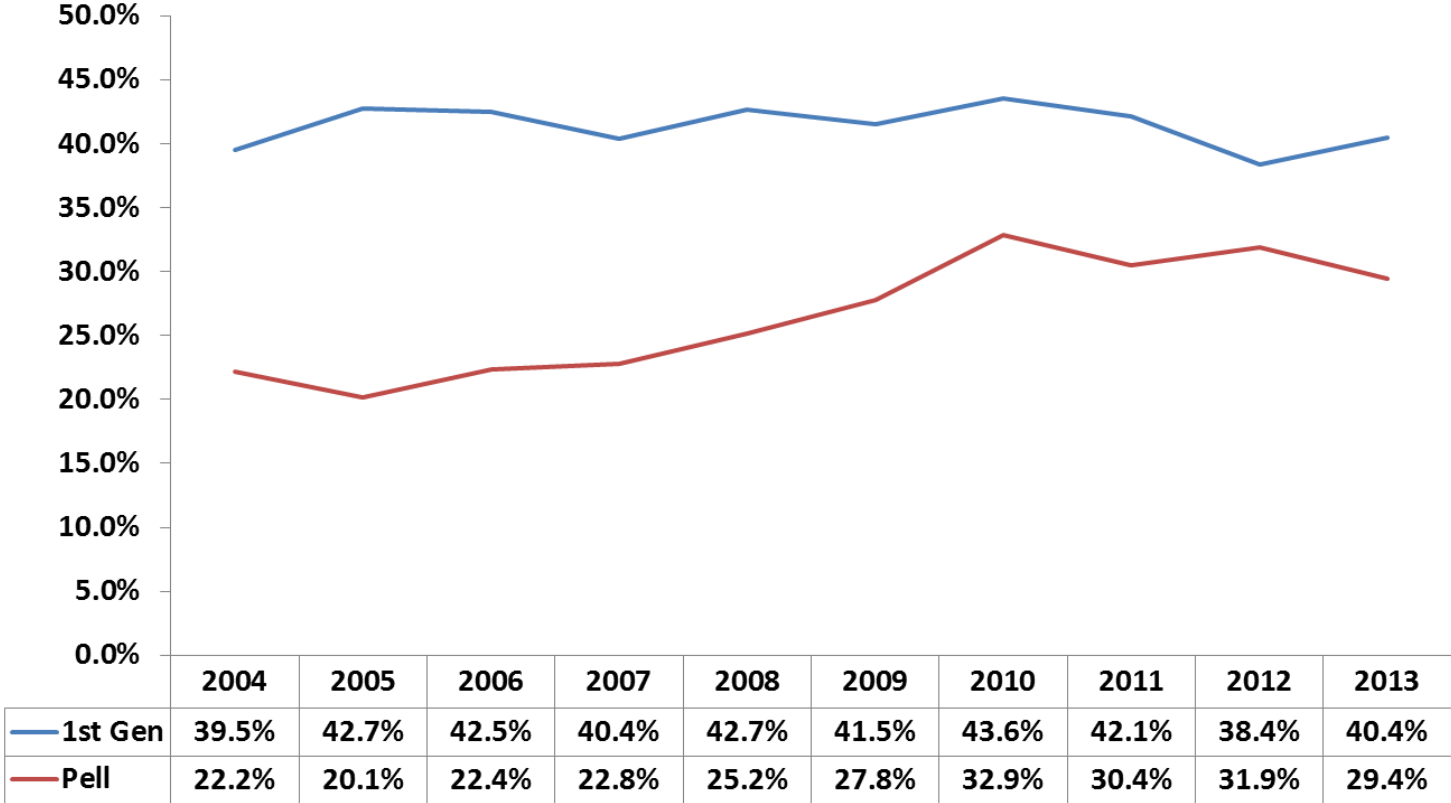


	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
■ Rochester						5	9	26	20	37
■ Morris	63	56	106	101	79	103	132	126	111	99
■ Crookston	127	107	153	129	101	166	179	227	240	232
■ Duluth	389	429	407	408	429	477	512	544	513	530
■ Twin Cities	1,729	1,882	1,645	1,949	1,843	2,508	2,220	2,046	2,106	2,285

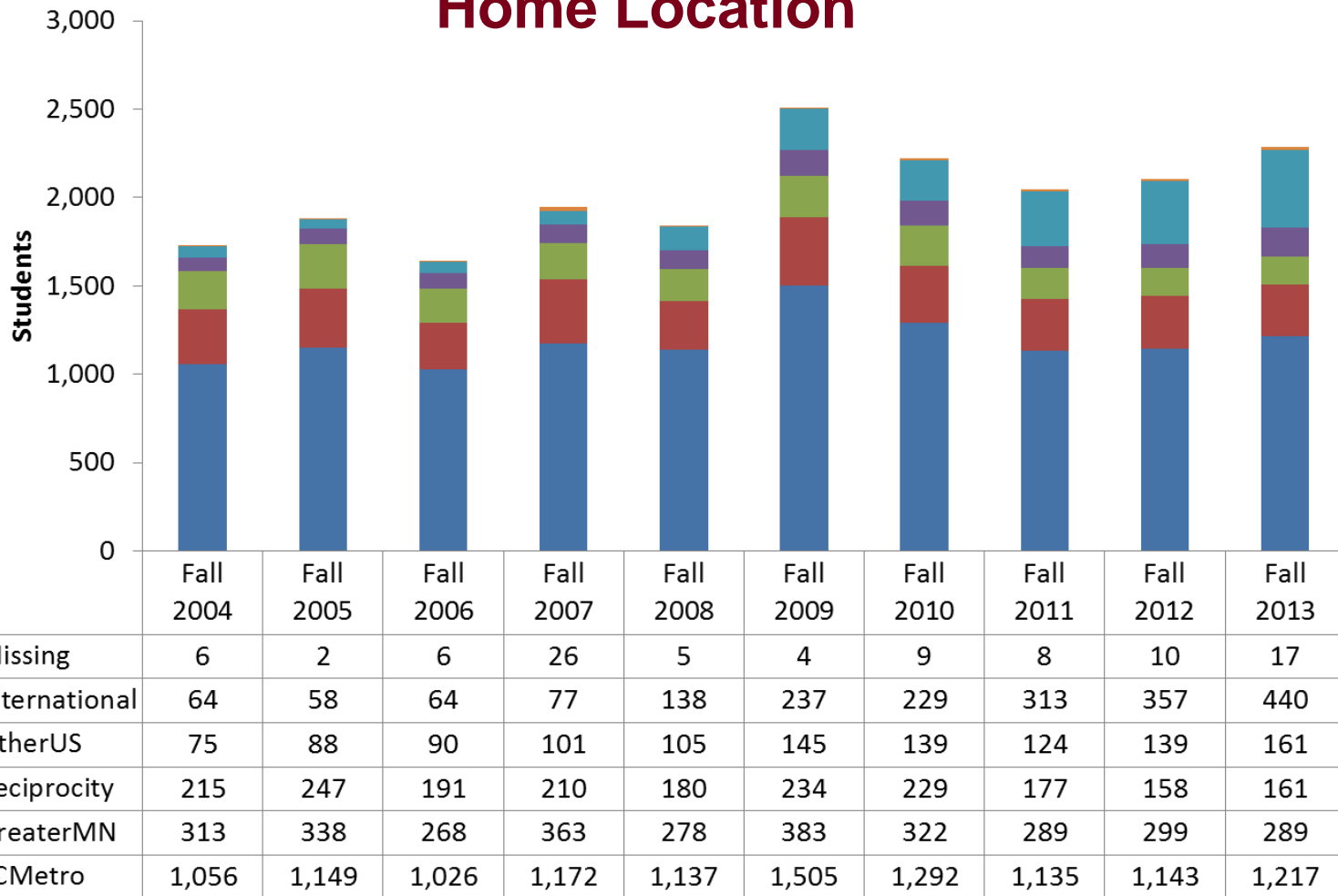
Twin Cities Campus, Fall Semester Transfers from other institutions (NAS), other U of M campuses (IUT), and between colleges (ICT)



Twin Cities Campus Fall Semester New Transfer (NAS) Percentage First-Generation and Percentage Pell-Eligible



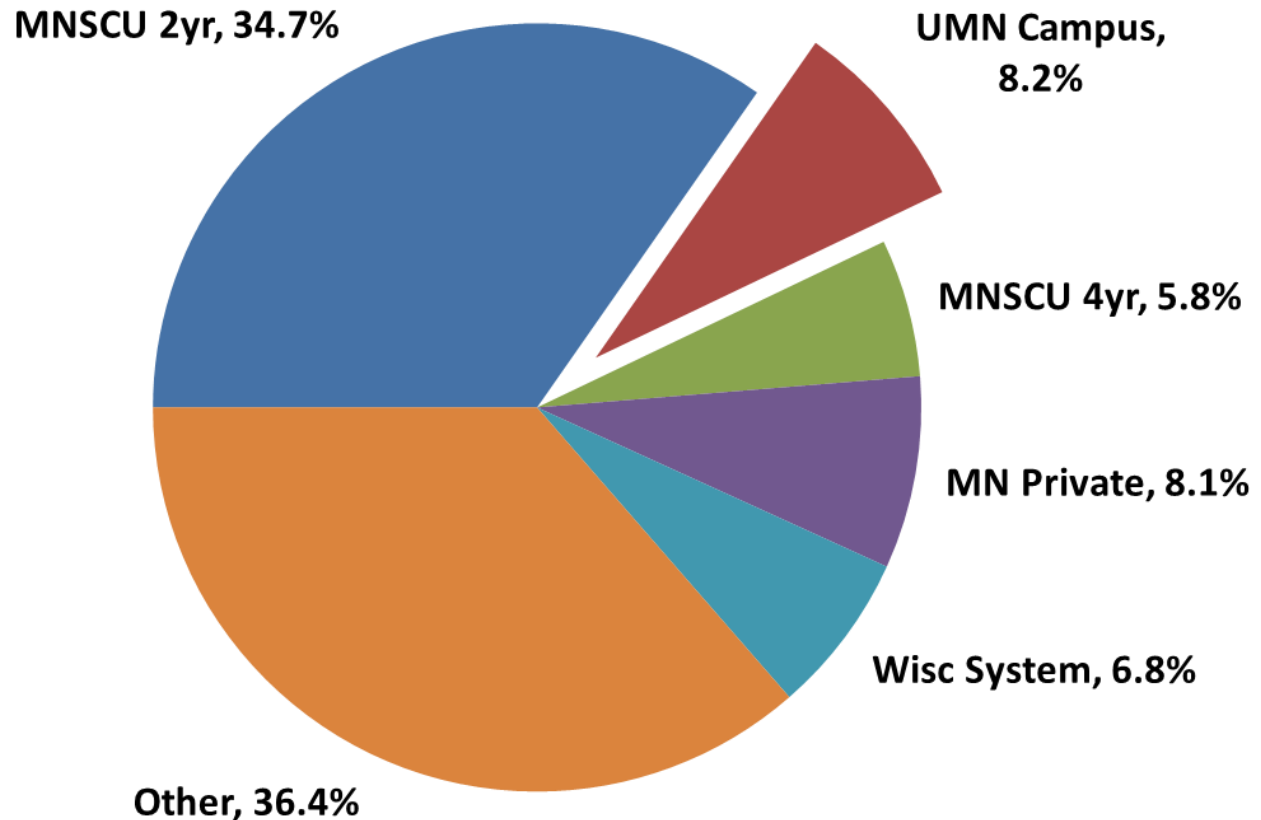
Twin Cities Fall Semester New Transfer (NAS) Home Location



Selected Characteristics of Transfers & Freshmen Fall 2013, Twin Cities Campus

Ethnicity	NAS+IUT	Freshmen	Characteristics	NAS+IUT	Freshmen
White/NA	62%	75%	% Women	51%	53%
African Am	6%	4%	% Aged 25+	18%	0.02%
Chicano/Latino	4%	3%	% 1st generation*	40%	24%
Asian/Pacific	6%	11%	% Part-time**	16%	3%
Am. Indian	2%	1%			
International	19%	5%	*Neither parent has 4-yr college degree		
Total	100%	100%	**Taking fewer than 13 credits in 1 st term		
SOC	18%	19%			

Twin Cities Campus Transfers from Other Institutions (NAS) and Other U of M Campuses (IUT) by Type of Previous Institution: 2012-13



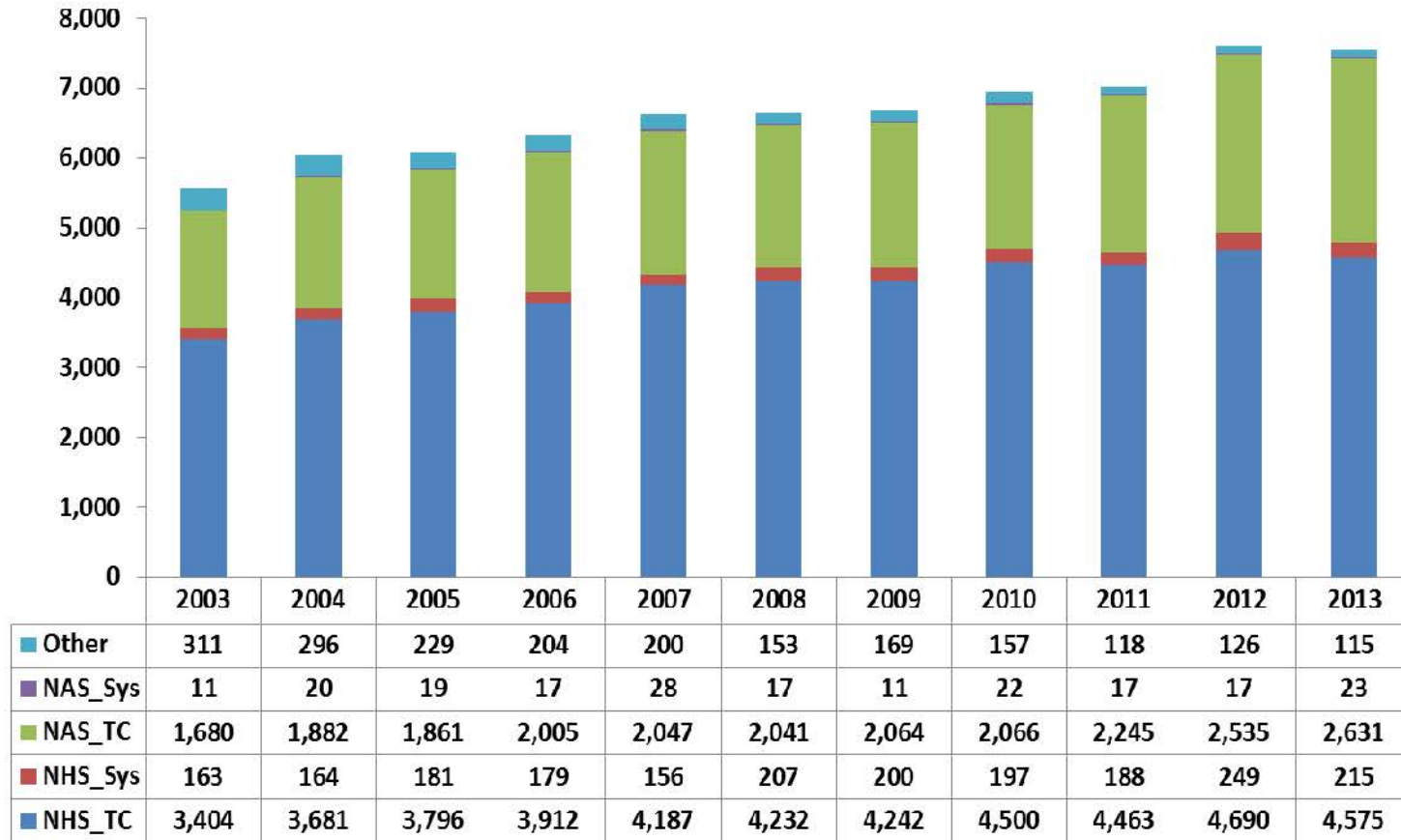
2012-13 UMTC Transfer Students: Top Ten Feeder Schools (NAS Only)

Previous School	Students
Normandale Community College	324
Minneapolis Community. & Technical College	190
Century College	153
Anoka-Ramsey Community College	145
North Hennepin Community College	127
Inver Hills Community College	103
Minnesota State University, Mankato	64
St. Cloud State University	59
University of Saint Thomas (Minnesota)	57
University of Wisconsin, Eau Claire	54

Previous College Credits 2012-13 UMTC Transfers (NAS + IUT)

<u>Credits</u>	<u>%</u>
less than 30	19.2%
30 – 59	38.3%
60 – 89	30.7%
90 +	11.4%

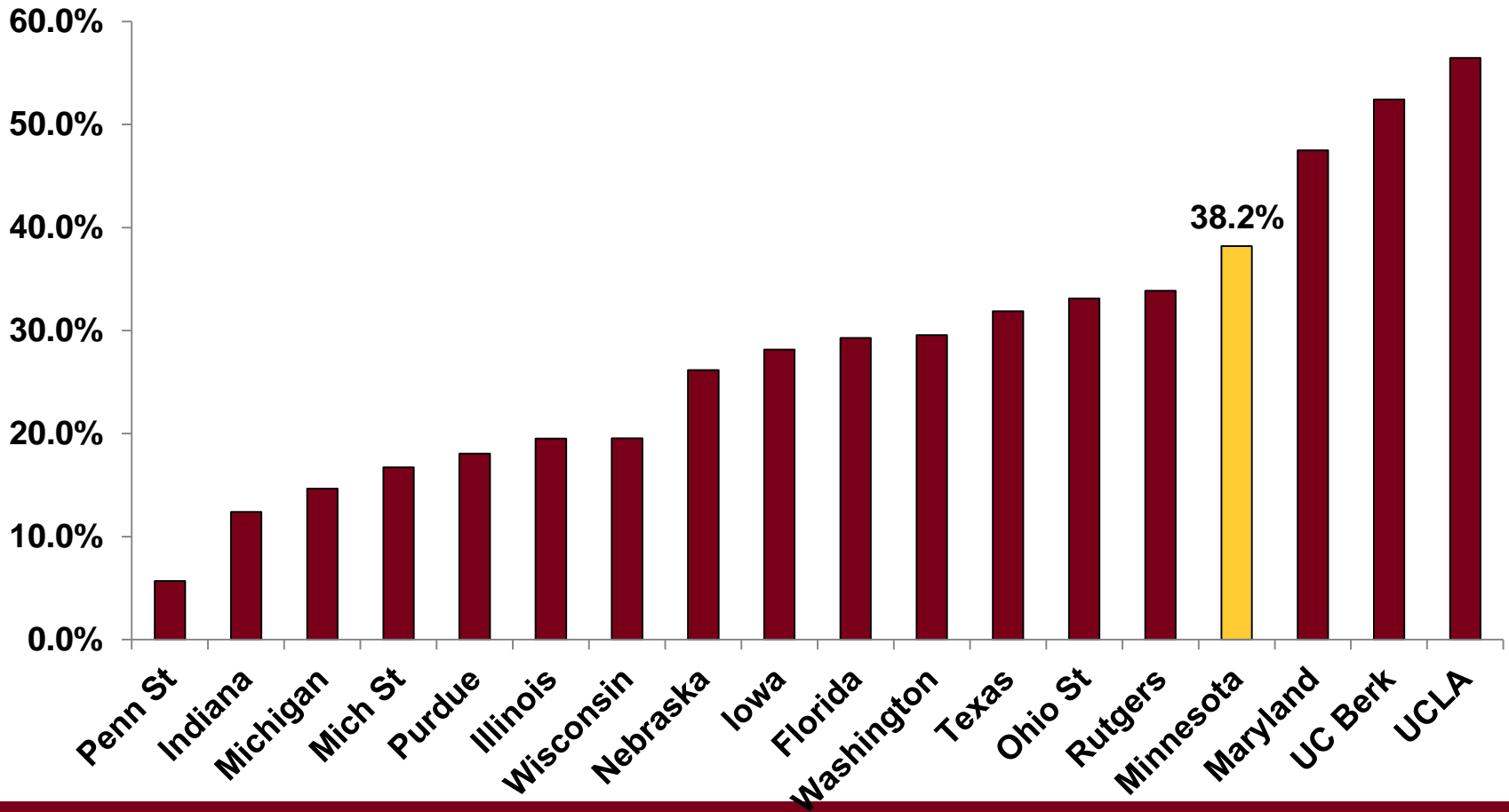
Twin Cities Baccalaureate Degrees Awarded by Entry Status and Entry Campus



Transfer to First-time Undergraduate Ratio Among Big 10 and Comparison Group

<u>Institution</u>	<u>First-time Freshmen Fall 2012</u>	<u>Undergrad Transfer Students Fall 2012</u>	<u>Ratio: Transfer to First-time Students</u>
University of California-Los Angeles	5,620	3,173	0.565
University of California-Berkeley	4,162	2,182	0.524
University of Maryland-College Park	3,903	1,854	0.475
University of Minnesota-Twin Cities	5,514	2,106	0.382
Rutgers University-New Brunswick	6,170	2,089	0.339
Ohio State University-Main Campus	7,215	2,390	0.331
The University of Texas at Austin	8,092	2,579	0.319
University of Washington-Seattle Campus	6,003	1,774	0.296
University of Florida	6,290	1,841	0.293
University of Iowa	4,470	1,258	0.281
University of Nebraska-Lincoln	3,937	1,030	0.262
University of Wisconsin-Madison	6,279	1,227	0.195
University of Illinois at Urbana-Champaign	6,921	1,350	0.195
Purdue University-Main Campus	6,474	1,168	0.180
Michigan State University	8,354	1,397	0.167
University of Michigan-Ann Arbor	6,171	905	0.147
Indiana University-Bloomington	7,613	943	0.124
Pennsylvania State University-Main Campus	7,649	435	0.057

New Transfers (NAS) as a Percent of New Freshmen (NHS): Twin Cities Comparison Group and Big 10 Fall 2012



What information is available to help students plan for transfer to UMTC?

Transferology (formerly called Uselect)

This nation-wide network gives students quick answers on how their college credits and other learning experiences transfer to higher education institutions within the network.

Transferology

Step 1: Identify institution

The screenshot shows the Transferology website interface. At the top, there is a navigation bar with the Transferology logo, user information (My Stuff, 1 notification, Kathrine Russell), and a search bar. Below the navigation bar, there are three tabs: Courses, Standardized Exams, and Military Credits. The 'Courses' tab is active. On the left, there is a form for identifying an institution. The 'School Name' field contains 'Metropolitan State University'. The 'Taken' dropdown is set to 'Spring' and the year is '2014'. The 'Department' dropdown is set to 'PHYS - Physics'. Below the form is a table of physics courses with columns for Course ID, Title, and Hours. Each course has a green plus sign in the right column. On the right, there is a 'My Courses' section with a search bar that says 'Find schools that accept my coursework'. Below the search bar is a table of courses added to 'My Courses', including 'PSYC100 General Psychology Spring '14 4' and 'CHEM111 General Chemistry I Spring '14 5'. Each course has a trash icon in the right column. Arrows point from the text boxes to the search bar, the plus signs, and the course table.

TRANSFEROLOGY™

My Stuff 1 Kathrine Russell

Courses

Courses Standardized Exams Military Credits

School Name
Metropolitan State University

Taken
Spring 2014

Department
PHYS - Physics
Import your courses

Don't see your course listed? Add it yourself.

Course	Title	Hours	
PHYS101	Introduction to Astronomy	4	+
PHYS105	Air, Weather and Climate	4	+
PHYS107	Energy and the Environment	4	+
PHYS110	Introduction to Physics	4	+
PHYS111	General Physics I Algebra Based	5	+
PHYS112	General Physics II Algebra Based	5	+
PHYS211	Calculus Based Physics I	5	+
PHYS212	Calculus Based Physics II	5	+
PHYS305	Thermodynamics	5	+

My Courses

Find schools that accept my coursework

Metropolitan State University

PSYC100	General Psychology	Spring '14	4	
CHEM111	General Chemistry I	Spring '14	5	

Step 3: Click "Find schools that accept my coursework"

Step 2: Find courses and add them to "My Courses" using the plus sign.

Transferology

TRANSFEROLOGY™ My Stuff 1 Kathrine Russell

Courses / Matches / School Results

University of Minnesota-Twin Cities ☆

3 Matches 1 Miss

The matches below indicate specific courses you may be awarded after transferring, assuming you earned a passing grade in the transferred course. Matches may change depending upon your choice of major.

Courses from:
Metropolitan State University

- CHEM111 → 1CHEM1065, 1CHEM1061 ⓘ
- PHYS211 → 1PHYS1301 ⓘ
- PSYC100 → 1PSY 1001 ⓘ

Institutional information based on search parameters.

See how courses transfer to the U of M.

School Profile ☆

100 Church Street SE
Minneapolis, MN 55455-0213

Map Web

(612) 625-5000

Apply courses to a program

Distance:	4.4 mi.
School Type:	Public
Population:	32,557
Tuition	
In-state:	\$13,022
Out-of-state:	\$18,022

Liberal Education Course Transfer Guides

Students may select a state for a list of institutions.



Minnesota Transfer Curriculum

- The public higher education college and universities in Minnesota have developed a common liberal education curriculum, called the Minnesota Transfer Curriculum (MnTC).
- Students who complete the MnTC curriculum at one of the participating schools and then transfer to the University of Minnesota Twin Cities will have satisfied the Twin Cities campus liberal education requirements.
- Each institution maintains lists of courses that fulfill the MnTC.

Example: Normandale Course Transfer Guide for UMTC, including the Liberal Education Requirements

LIBERAL EDUCATION REQUIREMENTS COURSE TRANSFER GUIDE: NORMANDALE COMMUNITY COLLEGE TO THE UNIVERSITY OF MINNESOTA-TWIN CITIES CAMPUS

LIBERAL EDUCATION REQUIREMENTS AND THE MINNESOTA TRANSFER CURRICULUM

The public higher education colleges and universities in Minnesota have developed a common liberal education curriculum, called the **Minnesota Transfer Curriculum (MnTC)**. Students who complete the Minnesota Transfer Curriculum at one of the participating schools and then transfer to the University of Minnesota-Twin Cities will satisfy the following University requirements:

- freshman writing requirement (freshman composition);
- liberal education core and theme requirements

Note: Completion of the Minnesota Transfer Curriculum does not automatically satisfy the Writing Intensive requirements beyond freshman writing.

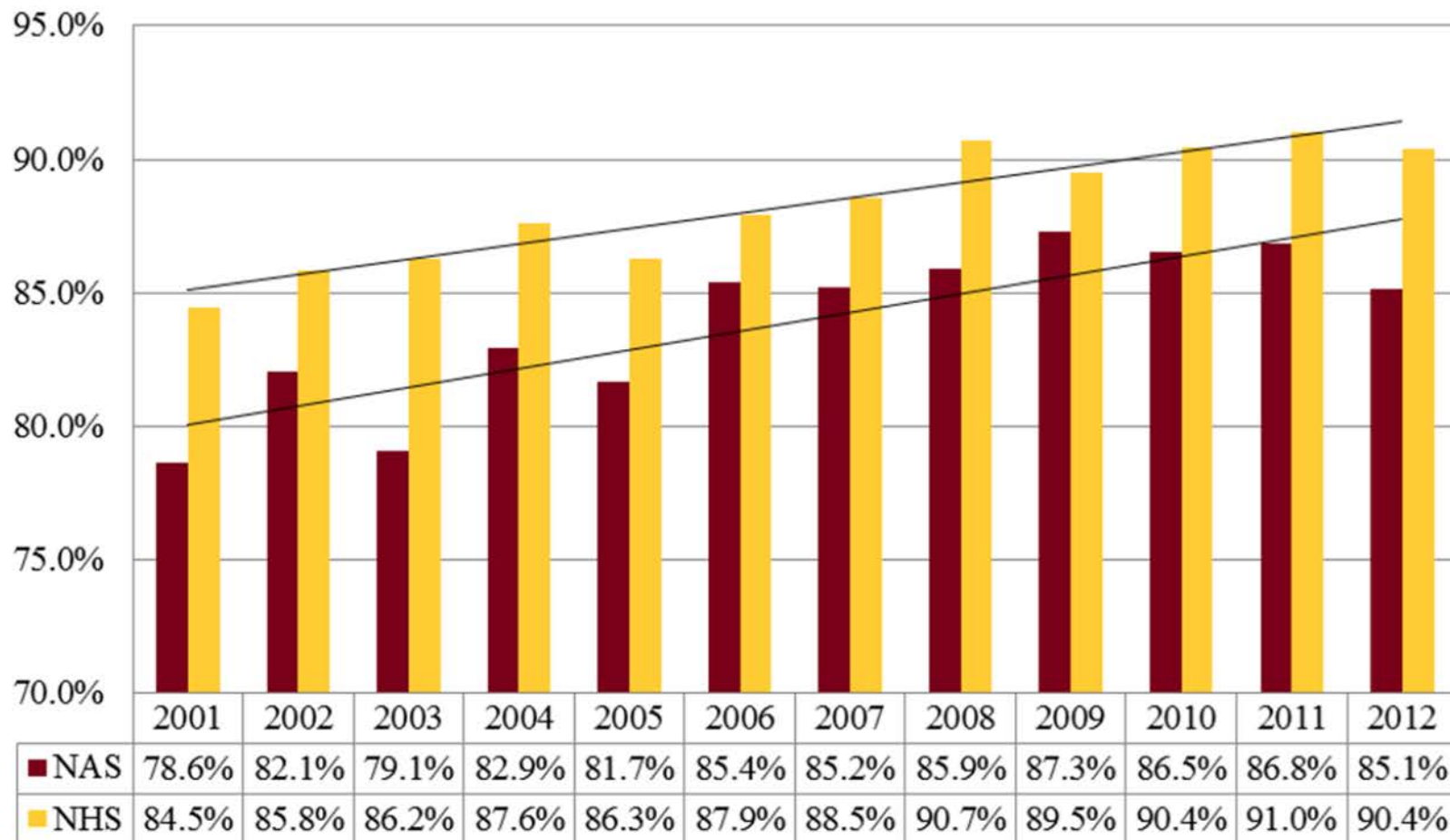
This guide shows which individual community college courses count toward the liberal education requirements on the Twin Cities campus. Please see <http://www.uSelectmn.org> for a complete list of courses that have been reviewed for transfer to the Twin Cities Campus.

If you do not plan to complete the Minnesota Transfer Curriculum (MnTC), you should select your community college courses to fulfill the liberal education requirements according to the lists on this guide. Some writing intensive courses may be completed with transfer courses as well.

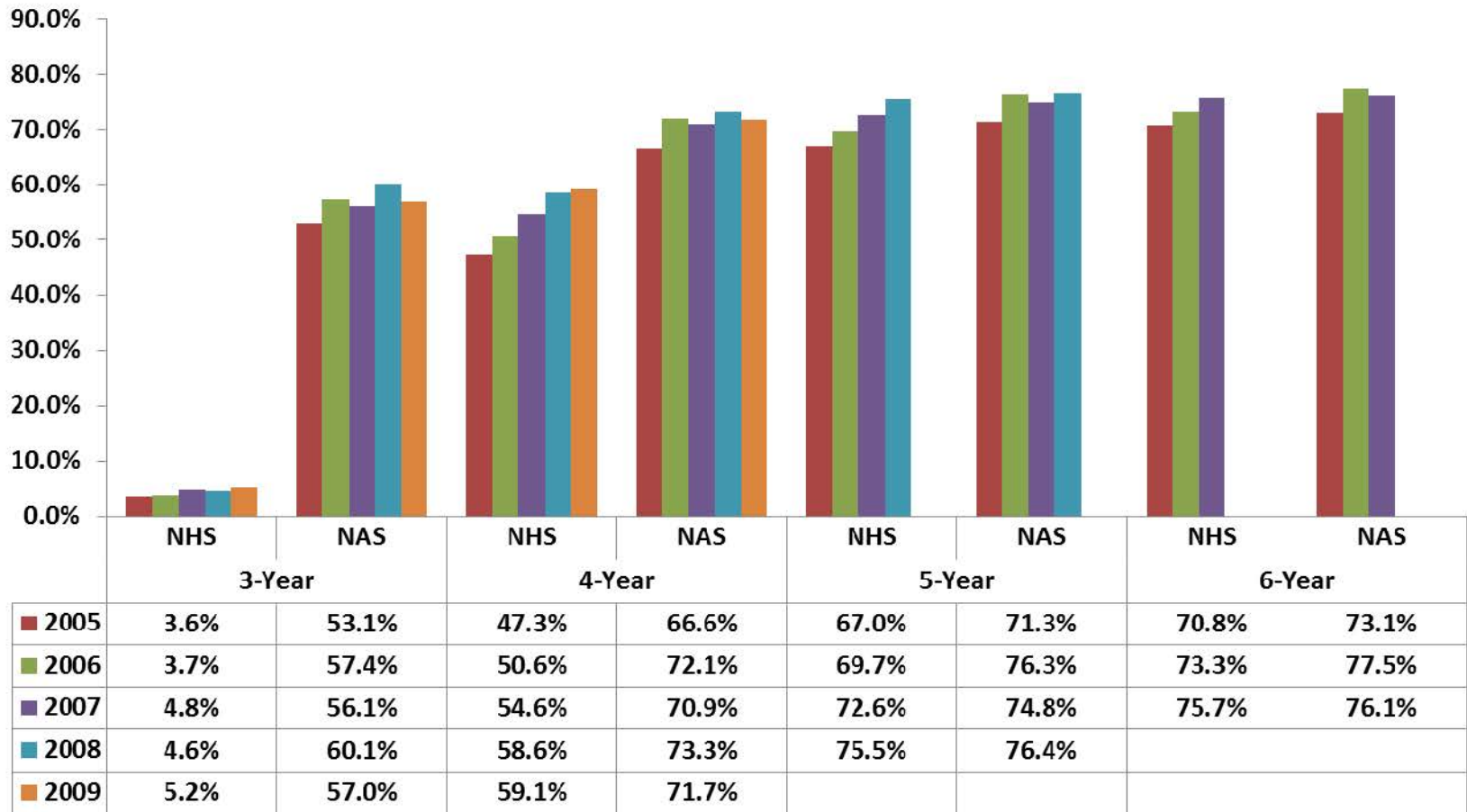
For general transfer admission and application information, see our [Transfer Web site](#). This Web site also contains additional information on transfer policies, liberal education requirements, writing intensive requirements and petition forms for transfer coursework.

The Liberal Education (LE) requirements consist of the **Diversified Core Curriculum** and the **Designated Themes of Liberal Education**:

First-Year Retention Rates for UMTC New Freshmen and External Transfers Fall 2001-Fall 2012



Twin Cities Three, Four, Five, and Six-Year Freshman (NHS) and Transfer (NAS) Graduation Rates



Student Achievement Measure (SAM)

- A voluntary, collaborative effort by the higher education community, started June 2013
- Offers a comprehensive and realistic picture of student progress and completion within the U.S. higher education system
- Provides an alternative to the federal graduation rate, which is limited to reporting the completion of first-time, full-time students at one institution
- Includes transfer students, part-time students, and full-time students
- **Includes the outcomes of students who enroll in multiple institutions (i.e., transfer students)**

The Student Achievement Measure is supported by six sponsoring associations, working together to provide a more comprehensive and accurate picture of student progress and completion as students move across institutions and state boundaries.

University of Minnesota-Twin Cities

With the Student Achievement Measure (SAM), the University of Minnesota-Twin Cities (UMTNC) can provide a more complete and accurate picture of the path to earning a bachelor's degree. SAM captures not only the traditional definition of success, i.e., students who start at the UMN-TC and persist and graduate from the University of Minnesota, but it also includes enrollment and degree attainment information for students who started here but later transferred to another institution. This new measure redefines student success from one that is primarily institutional centered to one that is more focused on the success of the student.



Website: www.umn.edu/twincities/index.php

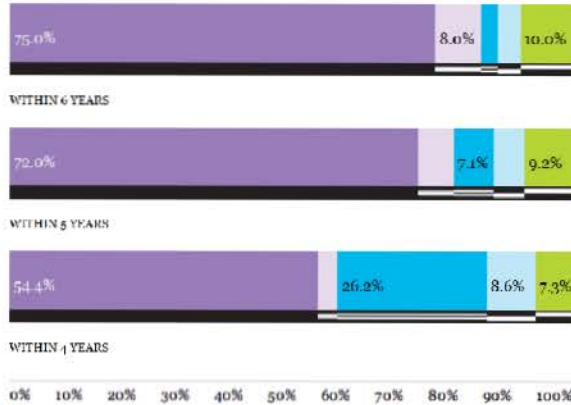
Email:

Bachelor's Seeking Model

First-time, Full-time Students Starting Fall 2007

Number of students: 5,266

roll over each bar for detail data



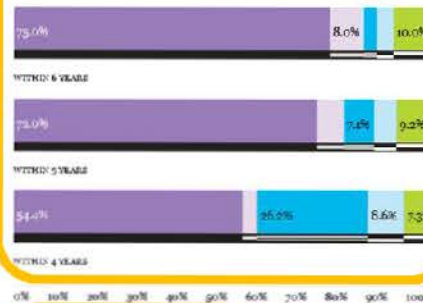
- Graduated: Reporting institution
- Transferred & Graduated: Other Institution
- Enrolled: Reporting institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown

Bachelor's Seeking Model

First-time, Full-time Students Starting Fall 2007

Number of students: 5,266

roll over each bar for detail data



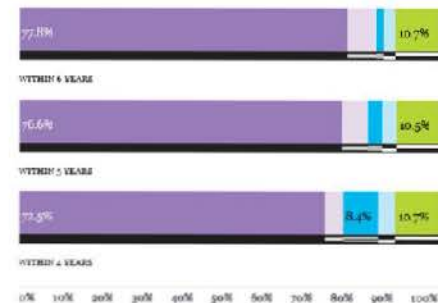
- Graduated: Reporting institution
- Transferred & Graduated: Other Institution
- Enrolled: Reporting institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown

[view detail data for graph >](#)

Full-time, Transfer Students Starting Fall 2007

Number of students: 1,795

roll over each bar for detail data



- Graduated: Reporting institution
- Transferred & Graduated: Other Institution
- Enrolled: Reporting institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown

[view detail data for graph >](#)



Recent Enhancements to Transfer Student Support

- Expanded Transfer Welcome Days
- Over 300 transfer students in residence halls
- Added new Transfer Coordinator position
- Transfer Advisory Committee working across student support units
- Peer-to-peer network of transfer students mentoring new transfer students
- Launched transfer.umn.edu web site
- Elected University Transfer Student Board
- National Honor Society for Transfer Students

Tau Sigma

A National Honor Society for Transfer Students

Tau Sigma
NATIONAL HONOR SOCIETY



Tau Sigma National Honors Society
Chapter Epsilon Tau

On April 11, 2014, the University of Minnesota inducted its first members.

Tau Sigma celebrates and enhances the experience of this diverse and talented student body, while promoting academic excellence and student leader engagement.

Discussion Items

1. Given limited resources, in what areas should we enhance the support for transfer students – e.g., advising, career counseling, living / learning communities?
2. Should there be more focused transfer pipelines for certain colleges / programs?
3. How do transfer students fit into the overall enrollment management strategy for the campus? What is the appropriate balance between freshmen and transfer students?



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 8, 2014

Agenda Item: Consent Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost

Purpose & Key Points

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

I. Request for Approval of New Academic Programs

- College of Design (Twin Cities campus)—Create undergraduate minor in Interior Environments
- College of Education and Human Development (Twin Cities campus)—Create B.S. degree in Special Education
- College of Education and Human Development (Twin Cities campus)—Create a Post-baccalaureate certificate in Emerging Leaders in Independent Colleges
- College of Science and Engineering (Twin Cities campus)—Create a M.S. degree in Data Science
- College of Science and Engineering (Twin Cities campus)—Create a Bachelor of Environmental Engineering (B.Env.E.) degree
- Medical School (Twin Cities campus)—Create Fellowship in Pediatric Neuroradiology

II. Request for Approval of Changed Academic Programs

- College of Education and Human Development (Twin Cities campus)—Create sub-plans in Alternative Pathway: Elementary Education, Alternative Pathway: Secondary Mathematics, Alternative Pathway: Secondary Science, and Alternative Pathway: English as a Second Language within the Master of Education (M.Ed.) degree
- College of Liberal Arts (Twin Cities campus)—Create sub-plans in Organization, Business, or Non-Profit, Health Care and Careers, Policy Analysis, and Quantitative Emphasis within the B.S. degree in Sociology, Law, Criminology, and Deviance

- College of Design (Twin Cities campus)—Change name of the undergraduate minor in Housing Studies to Housing and Community Development
- College of Liberal Arts (Twin Cities campus)—Change name of the B.S. degree and undergraduate minor in Scientific and Technical Communication to Technical Writing and Communication
- Academic Health Center (Twin Cities campus)—Deliver the Master of Health Informatics (M.H.I.) online
- College of Education and Human Development (Twin Cities campus)—Discontinue sub-plans in Clinical Movement Science, Exercise and Health Sciences, Pre-Physical Education Teaching Licensure, and Sport Science within the B.S. degree in Kinesiology
- College of Veterinary Medicine (Twin Cities campus)—Discontinue the sub-plans in Comparative Medicine and Pathology, Infectious Diseases, Population Medicine, and Veterinary Surgery, Radiology and Anesthesiology within the M.S. and Ph.D. degrees in Veterinary Medicine

III. Request for Approval of Discontinued Academic Programs

- Medical School (Twin Cities campus)—Discontinue the minor in Human Genetics

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

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
May 8, 2014**

Consent Report

I. Request for Approval of New Academic Programs

▪ **College of Design (Twin Cities campus)—Create undergraduate minor in Interior Environments**

The College of Design on the Twin Cities campus requests approval to create a new undergraduate minor in Interior Environments, effective Fall 2014. This free-standing minor addresses issues of how health and well-being are affected by the social, cultural, historical, and technological forces behind the design of interior environments. The program makes use of existing courses.

▪ **College of Education and Human Development (Twin Cities campus)—Create B.S. degree in Special Education**

The College of Education and Human Development on the Twin Cities campus requests approval to create a Bachelor of Science (B.S.) degree in Special Education, effective Fall 2014. The proposed program prepares students as generalists to serve children with frequently occurring disabilities. The program emphasizes the fundamentals of special education, effective intervention strategies, and the problem solving approach to instruction. Graduates of the proposed program will complete licensure requirements as part of their degree. The program makes use of existing resources.

▪ **College of Education and Human Development (Twin Cities campus)—Create a Post-baccalaureate certificate in Emerging Leaders in Independent Colleges**

The College of Education and Human Development on the Twin Cities campus requests approval to create a Post-baccalaureate Certificate degree in Emerging Leaders in Independent Colleges, effective Summer 2014. The proposed certificate offers specific knowledge and skills related to organizational development, leadership, entrepreneurship, and decision-making necessary for leading independent colleges. The proposed program will be administered in cooperation with the Jandris Center for Innovative Higher Education. The program makes use of existing resources.

▪ **College of Science and Engineering (Twin Cities campus)—Create a M.S. degree in Data Science**

The College of Science and Engineering on the Twin Cities campus requests approval to create a Master of Science (M.S.) degree in Data Science, effective Fall 2014. The proposed program provides a foundation in the science of large data sets

and their analysis by gathering in a single program the knowledge, expertise, and educational assets in data collection and management, data analytics, scalable data-driven pattern discovery, and the fundamental concepts behind these methods. The program makes use of existing courses and faculty.

- **College of Science and Engineering (Twin Cities campus)—Create a Bachelor of Environmental Engineering (B.Env.E.) degree**

The College of Science and Engineering on the Twin Cities campus requests approval to create a Bachelor of Environmental Engineering (B.Env.E.) degree in Environmental Engineering, effective Fall 2014. The proposed program seeks innovative and sustainable solutions to air and water-related problems in natural and built systems and will prepare students for licensure in the field. Areas of emphasis in the program include water chemistry, water and wastewater treatment, groundwater remediation, stream restoration, and sustainable design. The program makes use of existing courses and faculty.

- **Medical School (Twin Cities campus)—Create Fellowship in Pediatric Neuroradiology**

The Medical School (Department of Radiology) on the Twin Cities campus requests approval to create a fellowship in Pediatric Neuroradiology, effective Summer 2014. The 12-month clinical fellowship will comprise advanced clinical training, didactic training, and participation in clinical research. This program will provide radiologists with specialized training focusing on malformations of brain and spine development, vascular disorders, inborn errors of metabolism, and the evaluation and treatment of neoplastic disease in pediatric patients.

II. Request for Changes to Academic Programs

- **College of Education and Human Development (Twin Cities campus)—Create sub-plans in Alternative Pathway: Elementary Education, Alternative Pathway: Secondary Mathematics, Alternative Pathway: Secondary Science, and Alternative Pathway: English as a Second Language within the Master of Education (M.Ed.) degree**

The College of Education and Human Development requests approval to create new sub-plans in Alternative Pathway: Elementary Education, Alternative Pathway: Secondary Mathematics, Alternative Pathway: Secondary Science, and Alternative Pathway: English as a Second Language within the Master of Education (M.Ed.) in Teaching degree, effective Summer 2014. The proposed sub-plans are designed to help students become inquiring, analytical, and reflective professional educators prepared to teach in the classroom and lead in the schools. This program is for individuals with bachelor's degrees who want to become licensed teachers. The program makes use of existing resources.

- **College of Liberal Arts (Twin Cities campus)—Create sub-plans in Organization, Business, or Non-Profit; Health Care and Careers; Policy Analysis; and Quantitative Emphasis within the B.S. degree in Sociology of Law, Criminology, and Deviance**

The College of Liberal Arts on the Twin Cities campus requests approval to create sub-plans in Organization, Business, or Non-Profit; Health Care and Careers; Policy Analysis; and Quantitative Emphasis within the Bachelor of Science (B.S.) degree in Sociology of Law, Criminology, and Deviance effective Spring 2014. The proposed sub-plans will emphasize the professional application of and specialized training in critical areas of social inquiry. The program makes use of existing resources.

- **College of Design (Twin Cities campus)—Change name of the undergraduate minor in Housing Studies to Housing and Community Development**

The College of Design on the Twin Cities campus requests approval to change the name of the undergraduate minor in Housing Studies to Housing and Community Development, effective Fall 2014. The name change more accurately describes the depth of breadth of the program, while appealing to a wider variety of students.

- **College of Liberal Arts (Twin Cities campus)—Change name of the B.S. degree and undergraduate minor in Scientific and Technical Communication to Technical Writing and Communication**

The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the Bachelor of Science (B.S.) degree and undergraduate minor in Scientific and Technical Communication to Technical Writing and Communication, effective Summer 2014. The name change more accurately describes the content of the program and is consistent with national trends in this field.

- **Academic Health Center (Twin Cities campus)—Deliver the Master of Health Informatics (M.H.I.) degree online**

The Academic Health Center on the Twin Cities campus requests approval to deliver the Master of Health Informatics (M.H.I.) degree online, effective Fall 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 existing e-learning resources.

- **College of Education and Human Development (Twin Cities campus)—Discontinue sub-plans in Clinical Movement Science, Exercise and Health Sciences, Pre-Physical Education Teaching Licensure, and Sport Science within the B.S. degree in Kinesiology**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue sub-plans in Clinical Movement Science, Exercise and Health Sciences, Pre-Physical Education Teaching Licensure, and Sport Science within the Bachelor of Science (B.S.) degree in Kinesiology, effective Spring 2014. The sub-plan topics and courses are requirements of the general program.

- **College of Veterinary Medicine (Twin Cities campus)—Discontinue the sub-plans in Comparative Medicine and Pathology, Infectious Diseases, Population Medicine, and Veterinary Surgery, Radiology and Anesthesiology within the M.S. and Ph.D. degrees in Veterinary Medicine**

The College of Veterinary Medicine on the Twin Cities campus requests approval to discontinue the sub-plans in Comparative Medicine and Pathology, Infectious Diseases, Population Medicine, and Veterinary Surgery, Radiology and Anesthesiology within the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Veterinary Medicine, effective Summer 2014. The distinct sub-plans no longer meet the academic needs of students as the programs have become increasingly interdisciplinary.

III. Request for Approval of Discontinued Academic Programs

- **Medical School (Twin Cities campus)—Discontinue the minor in Human Genetics**

The Medical School on the Twin Cities campus requests approval to discontinue the minor in Human Genetics, effective Summer 2014. Departments were reorganized to foster a more interdisciplinary approach to related disciplines. As a result, the content of the Human Genetics minor has been integrated into these interdisciplinary areas, eliminating the need for a stand-alone minor.