



# Academic & Student Affairs Committee

October 2015

October 8, 2015

1:30 p.m.-3:30 p.m.

East Committee Room, McNamara Alumni Center

## ASA - OCT 2015

### 1. University Enrollment Management

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### 2. University Tuition & Financial Aid Management

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# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Academic & Student Affairs**

**October 8, 2015**

**AGENDA ITEM:** University Enrollment Management

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  
Lori Carrell, Vice Chancellor for Academic Affairs and Student Development, UMR  
Peter Phaiah, Associate Vice Chancellor for Student Affairs, UMC

## **PURPOSE & KEY POINTS**

The purpose of this item is to articulate the University's principles and key strategies regarding undergraduate enrollment management. The presenters will discuss key areas of recruitment and enrollment, and describe select functions and practices. Discussion will center on mission differentiation, selectivity, geography, diversity, and size and scope.

## **BACKGROUND INFORMATION**

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

- February 2015, *Balancing UMTC Strategies around Enrollment and Financial Aid*, Academic & Student Affairs Committee
- December 2014, *Twin Cities Undergraduate Education Update*, Academic & Student Affairs Committee
- October 2014, *Demographic Trends & System-wide Enrollment Management*, Board of Regents
- December 2013, *Twin Cities Undergraduate Education Update & Future Goals*, Academic & Student Affairs Committee
- December 2012, *Undergraduate Education Update & Goals for the Future*, Educational Planning and Policy Committee
- December 2012, *Undergraduate Education Enrollment Trends and Tuition Philosophy*, Educational Planning and Policy Committee
- December 2011, *The Student Experience: Financial Aid and Financial Literacy*, Faculty, Staff and Student Affairs Committee
- February 2011, *Financial and Advising Support for Undergraduate Students*, Educational Planning and Policy Committee
- December 2010, *Interim Report on Enrollment Management Strategies*, Educational Planning and Policy Committee

**University of Minnesota Board of Regents  
Academic and Student Affairs Committee  
October 8, 2015**

**University Enrollment Strategies**

The **enrollment management principles** for undergraduate students include:

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

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

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

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

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

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

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

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

## Enrollment Management

The meaning of the term “enrollment management” has shifted over the past decade and now is used to describe a set of related activities including admissions (freshman, transfer, and international), financial aid, student academic success (retention and graduation), housing, and quality of the incoming class. Universities have shifted to administratively linking these activities to ensure their harmonization. On the Twin Cities campus, as an example, it is both the Office of Admissions and the Office of Student Finance (a unit within Academic Support Resources--ASR) that allocate financial aid, necessitating a close working relationship between the two.

The respective admissions offices are responsible for aspects of undergraduate admissions, including the identification of pools of students to recruit, developing recruitment plans and materials, conducting outreach to myriad K-12 communities, and matriculating the very best students. The admissions process is both an art and a science, and the U of M admissions offices have developed a reputation as the very best in the country. The strategies for attracting and admitting students include close contact with high schools; maintaining a deep knowledge of geo-demographics at the local, regional, and national levels; identifying national target areas, and providing the very best customer service to students and their parents.

### Summary of Enrollment Data

Crookston campus academic year (fall and spring semester) new undergraduate student headcounts

<u>Registration Status</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
New Freshmen (NHS)	269	268	241	213	274
New Transfers (NAS)	179	227	240	232	241
Intra-University Transfers (IUT)	21	17	30	10	23
Total New Students	469	512	511	455	538

Duluth campus academic year (fall and spring semester) new undergraduate student headcounts

<u>Registration Status</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
New Freshmen (NHS)	2,344	2,105	1,881	2,054	2,196
New Transfers (NAS)	512	544	513	530	455
Intra-University Transfers (IUT)	28	45	43	41	30
Total New Students	2,884	2,694	2,437	2,625	2,681

Morris campus academic year (fall and spring semester) new undergraduate student headcounts

<u>Registration Status</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
New Freshmen (NHS)	419	465	413	469	413
New Transfers (NAS)	132	126	111	99	119
Intra-University Transfers (IUT)	8	3	5	1	3
Total New Students	559	594	529	569	535

Rochester campus academic year (fall and spring semester) new undergraduate student headcounts

<u>Registration Status</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
New Freshmen (NHS)	92	111	140	155	113
New Transfers (NAS)	9	26	20	37	33
Intra-University Transfers (IUT)	2	0	2	2	0
Total New Students	103	137	162	194	146

Twin Cities campus academic year (fall and spring semester) new undergraduate student headcounts

<u>Registration Status</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
New Freshmen (NHS)	5,403	5,375	5,526	5,552	5,543
New Transfers (NAS)	3,205	2,862	2,944	3,133	3,035
Intra-University Transfers (IUT)	302	318	297	314	287
Total New Students	8,910	8,555	8,767	8,999	8,865

Profile of recent Twin Cities campus fall semester new freshmen

<u>Measure</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>
NHS Headcount	5,323	5,368	5,514	5,544	5,530
Average ACT	27.2	27.5	27.7	27.9	27.9
Average HS Rank%	85.2%	85.5%	84.8%	85.6%	86.6%
% from MN	65.0%	63.5%	62.9%	65.1%	64.0%
% from ND/SD/WI	19.7%	19.3%	18.8%	16.0%	16.2%
% from Other US	10.3%	11.2%	12.8%	13.4%	13.4%
% International	4.6%	5.7%	5.2%	5.1%	6.1%
% Students of Color	18.0%	18.5%	19.5%	19.4%	20.6%

# University Enrollment Management

October 8, 2015

**Lori Carrell**

Vice Chancellor for Academic Affairs and Student Development, Rochester Campus

**Robert McMaster**

Vice Provost and Dean of Undergraduate Education, Twin Cities Campus

**Peter Phaiah**

Associate Vice Chancellor for Student Affairs, Crookston Campus



# Enrollment Management: Mission Differentiation



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# Carnegie Classification

<b>Crookston</b>	<b>Bac/Diverse</b> (Baccalaureate Colleges--Diverse Fields)
<b>Duluth</b>	<b>Master's M</b> (Master's Colleges and Universities-medium programs)
<b>Morris</b>	<b>Bac/A&amp;S</b> (Baccalaureate Colleges--Arts & Sciences)
<b>Twin Cities</b>	<b>RU/VH</b> (Research Universities--very high research activity)
<b>Rochester</b>	<b>A&amp;S-F/NGC</b> (Arts & sciences focus)



# System Collaboration

- System Recruitment Events
- University of Minnesota Transfer Fair
- Share My Application
- Common Website & Publications
- Shared Staff



# Enrollment Management: **Selectivity**

- **Retain state talent**
- **Enroll students prepared to succeed**



# Holistic Review



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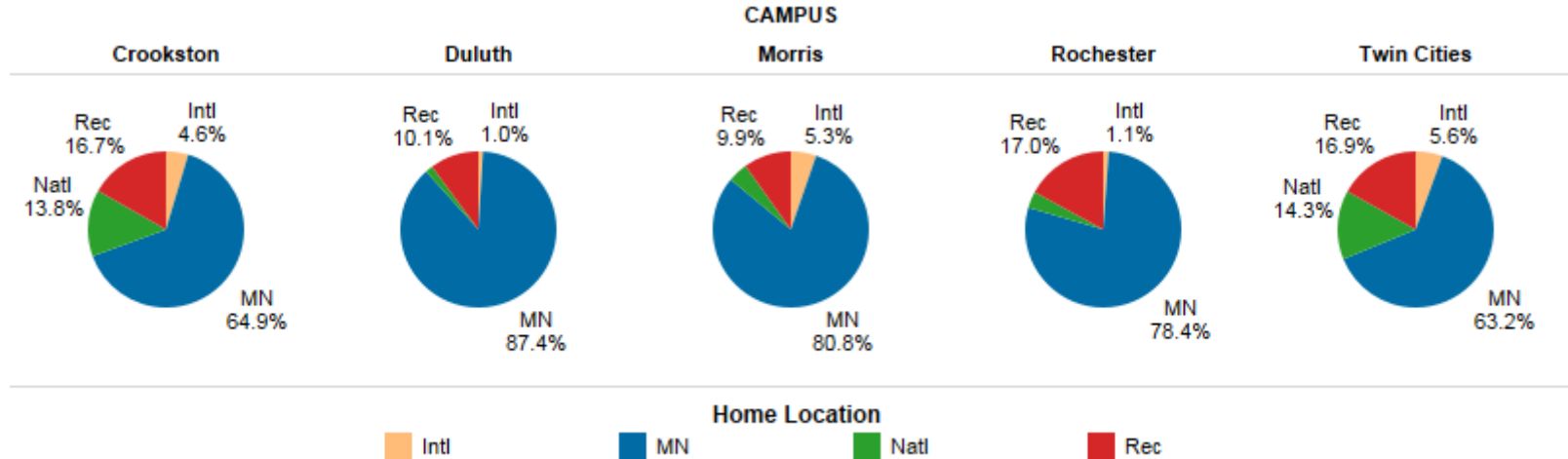
# Enrollment Management: Geography



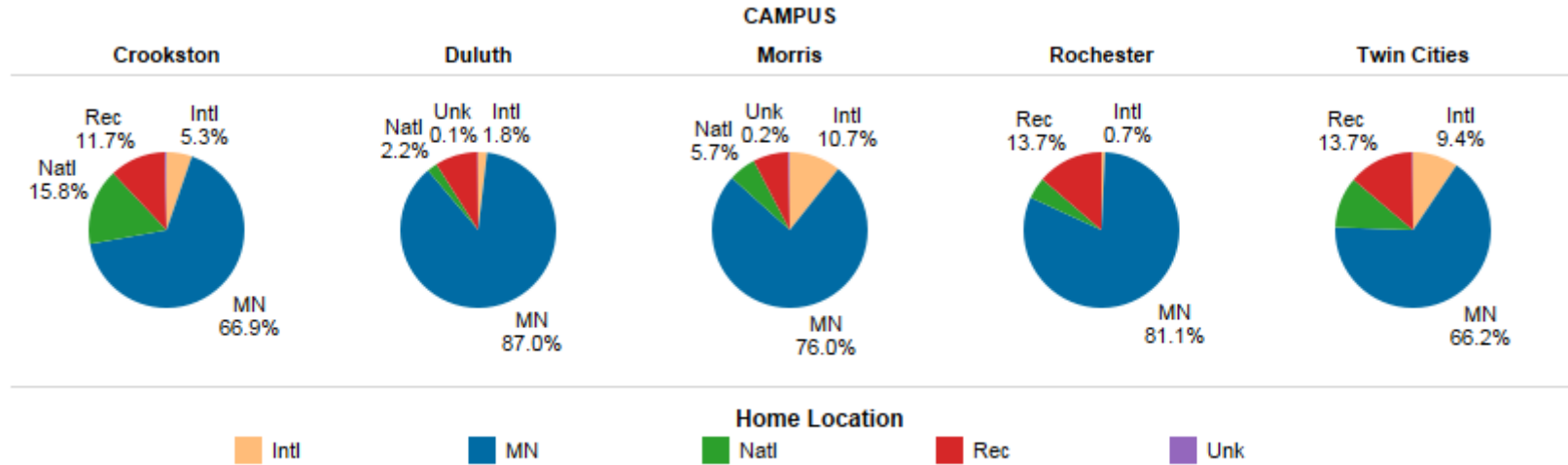
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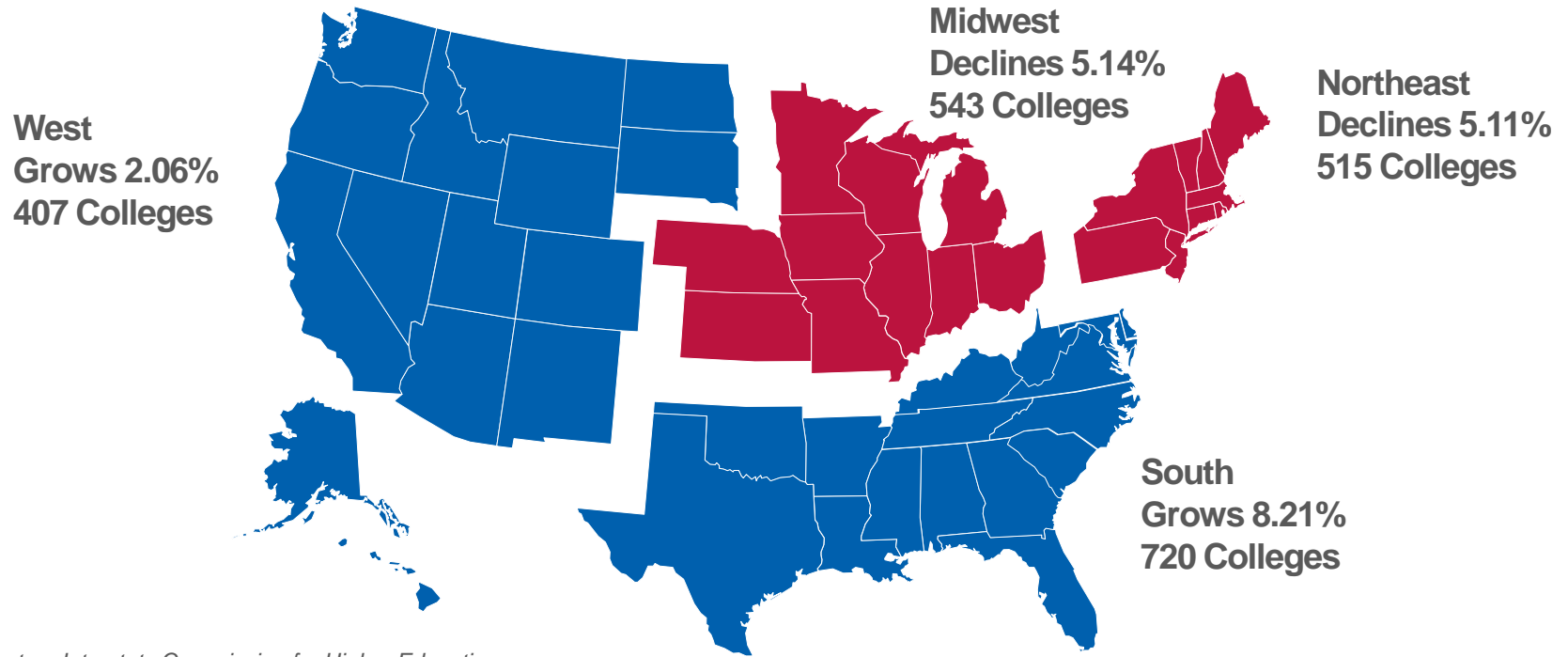
# University of Minnesota Fall Semester New Freshman (NHS) Headcount Enrollment by Campus and Home Location



# University of Minnesota Fall Semester Undergraduate Headcount Enrollment by Campus and Home Location



# Regional Changes in High School Graduates 2013-2022



Source: Western Interstate Commission for Higher Education





# Enrollment Management: Diversity

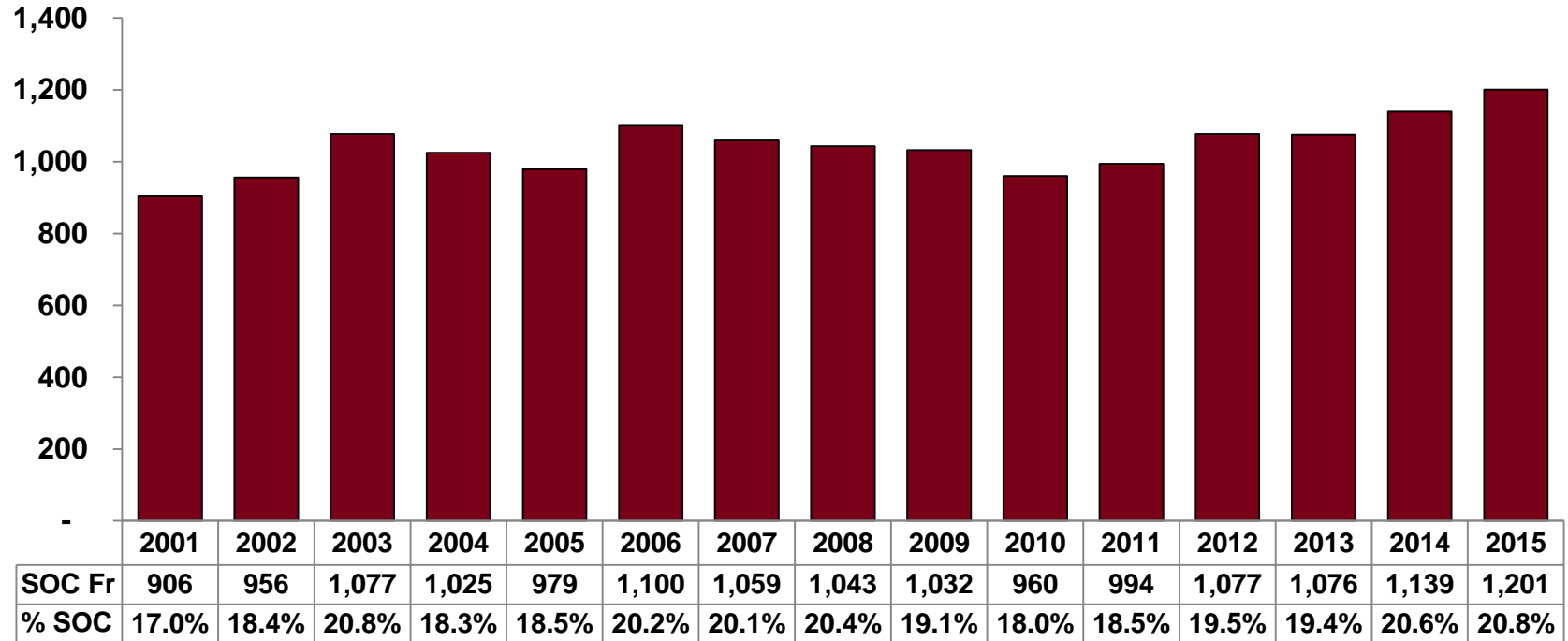
- **Reflect the pool of human potential from which we draw students**
- **Enhance innovation through inclusion**



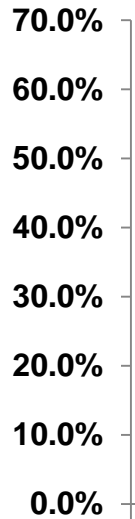
# Diversity, Inclusion, Innovation



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



# Twin Cities Campus Fall Semester New Freshman (NHS) Four-Year Graduation Rate by Race/Ethnicity Grouping



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
▲ Intl	47.9%	50.0%	60.0%	35.1%	44.3%	42.0%	48.7%	52.7%	56.4%	58.6%
■ SOC	23.4%	28.0%	31.3%	30.1%	29.9%	34.3%	39.3%	43.5%	45.7%	50.0%
◆ White/Unk	39.3%	43.5%	48.3%	48.8%	50.6%	54.4%	58.6%	62.5%	62.8%	63.6%



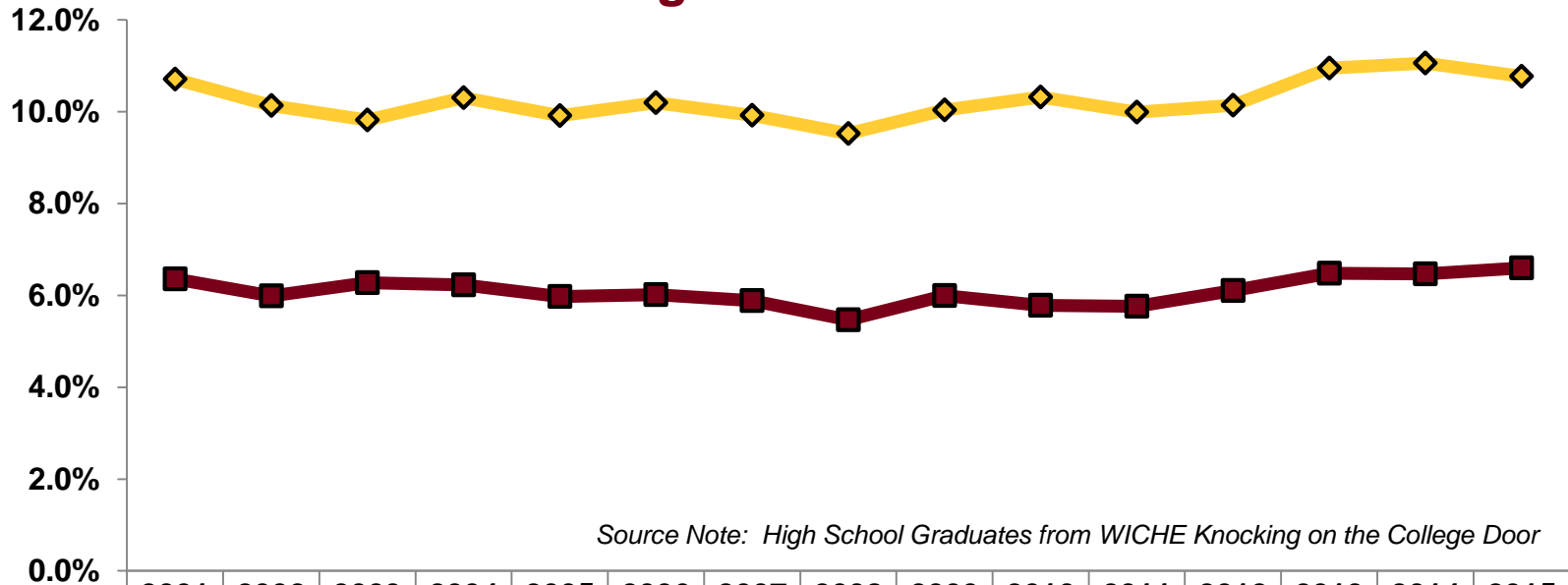
# Enrollment Management: Size and Composition



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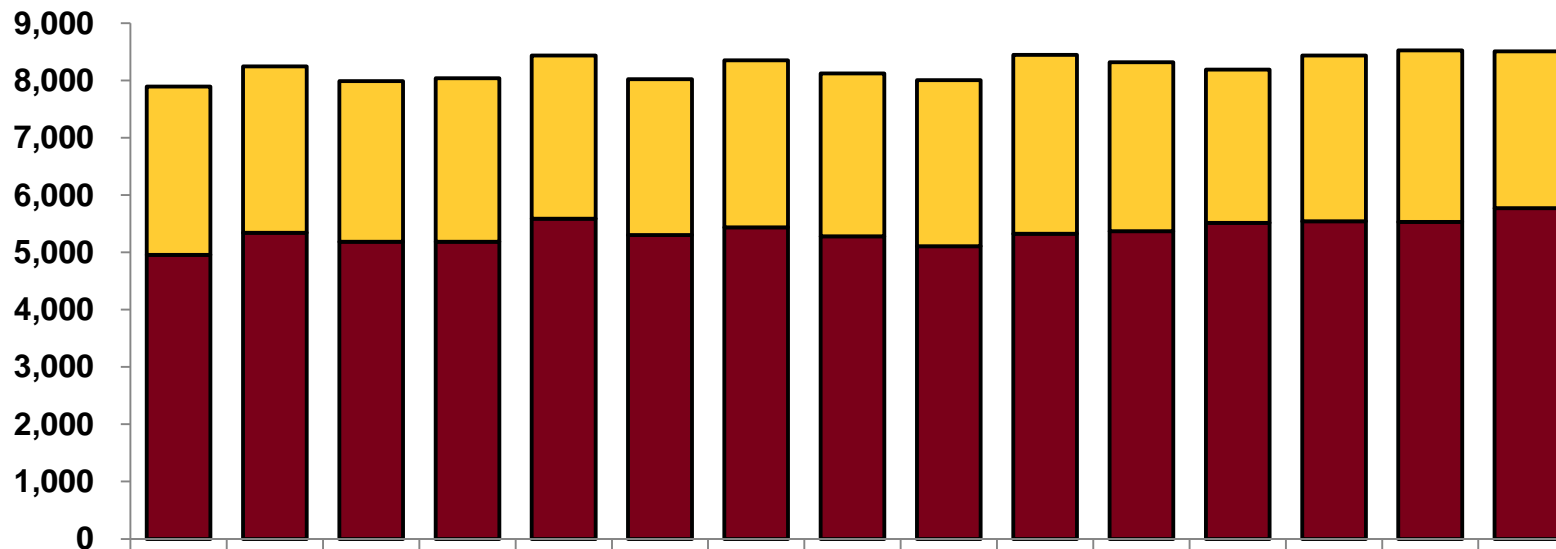
# University of Minnesota Fall Semester Minnesota Resident New Freshmen (NHS) Headcount Enrollment as a Percentage of Minnesota High School Graduates



Source Note: High School Graduates from WICHE Knocking on the College Door

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
■ TC	6.4%	6.0%	6.3%	6.2%	6.0%	6.0%	5.9%	5.5%	6.0%	5.8%	5.8%	6.1%	6.5%	6.5%	6.6%
◆ System	10.7%	10.1%	9.8%	10.3%	9.9%	10.2%	9.9%	9.5%	10.0%	10.3%	10.0%	10.1%	10.9%	11.1%	10.8%

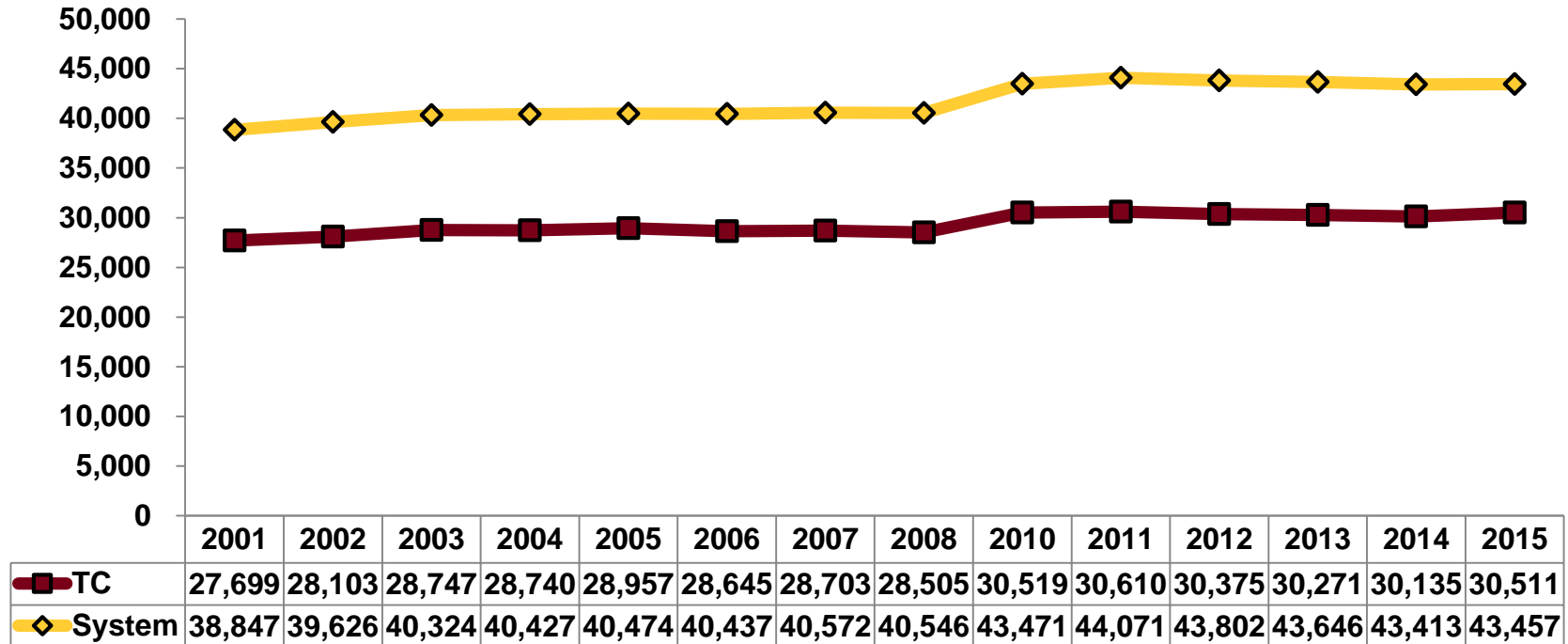
# University of Minnesota New Freshman (NHS) Headcount Enrollment: Twin Cities and System Campuses



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2010	2011	2012	2013	2014	2015
<b>Total</b>	7,897	8,246	7,992	8,039	8,438	8,025	8,350	8,124	8,007	8,447	8,317	8,189	8,435	8,526	8,511
<b>System</b>	2,940	2,902	2,804	2,853	2,850	2,720	2,911	2,844	2,901	3,124	2,949	2,675	2,891	2,996	2,740
<b>Twin Cities</b>	4,957	5,344	5,188	5,186	5,588	5,305	5,439	5,280	5,106	5,323	5,368	5,514	5,544	5,530	5,771

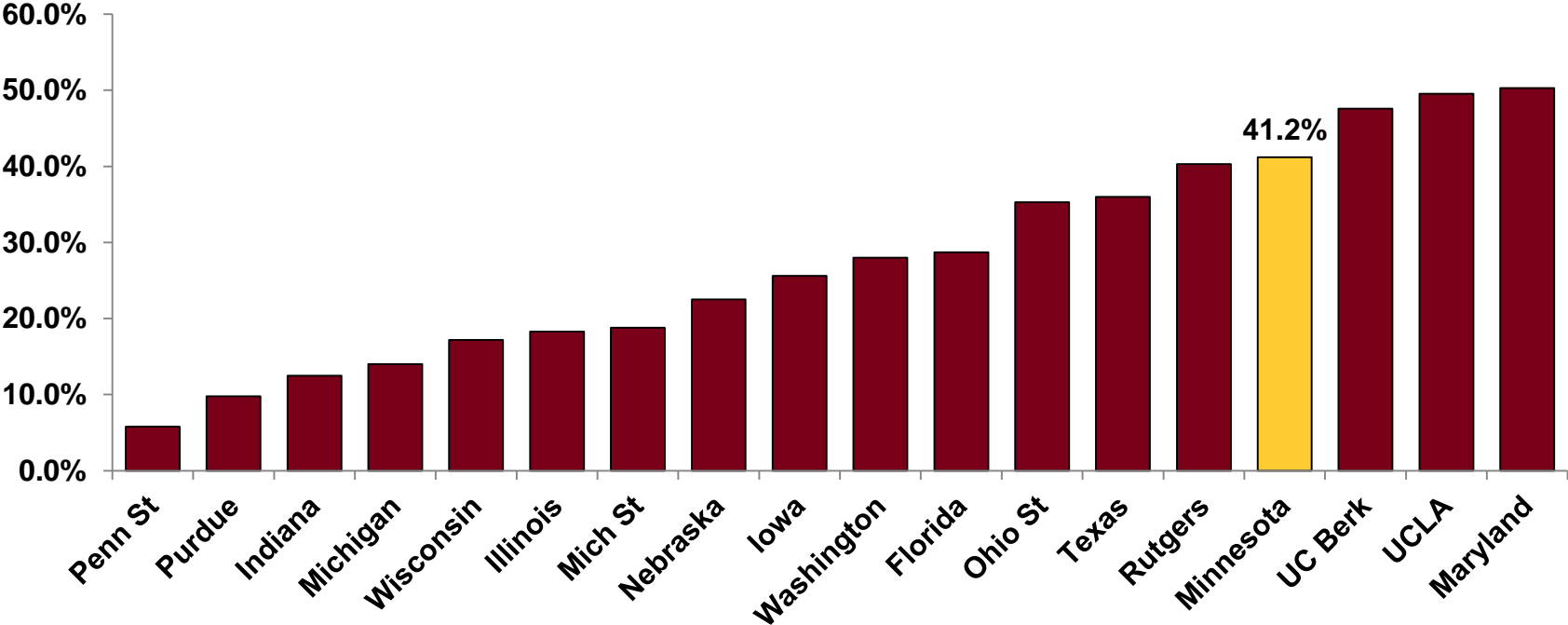


# University of Minnesota Fall Semester Undergraduate Headcount Enrollment: Twin Cities Campus and System Total





# Fall 2013 Headcount Enrollment of New Transfers (NAS) as a Percent of New Freshmen (NHS): Twin Cities Comparison Group and Big 10





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# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Academic & Student Affairs

October 8, 2015

**AGENDA ITEM:** University Tuition & Financial Aid Management

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  
Andrea Schokker, Executive Vice Chancellor for Academic Affairs, UMD  
Bryan Herrmann, Vice Chancellor for Finance and Facilities, UMM

## PURPOSE & KEY POINTS

The purpose of this item is to articulate the University's key strategies and principles regarding tuition and financial aid.

The University of Minnesota's undergraduate tuition, financial aid, and enrollment management strategies are interrelated and focused on supporting student success. These strategies are multi-year, taking into account that students will be paying tuition for multiple years and considering the effects of increases in tuition rates and changes to financial aid on a multi-year horizon.

Board of Regents Policy: *Tuition and Fees* guides the University of Minnesota's philosophy on tuition, which provides specific guidelines for the charging of tuition. 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 different rates for resident and non-resident students on two campuses and increases in the rate determined annually.

Financial aid philosophy is guided by Board of Regents Policy: *Student Financial Aid*. In accordance with that policy, the 2012 "Principles to Guide Financial Aid for Undergraduate Students" included in the docket outlines the operating principles that guide current financial aid strategies and decisions. Financial aid strategies are closely connected to University and state goals and priorities, and are aligned with tuition and enrollment strategies.

The Office of the Undergraduate Education (within the Office of the Provost) has developed financial aid principles to help guide policy decisions, strategies, and practices.

## BACKGROUND INFORMATION

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

- February 2015, *Balancing UMTC Strategies around Enrollment and Financial Aid*, Academic & Student Affairs Committee
- December 2014, *Twin Cities Undergraduate Education Update*, Academic & Student Affairs Committee
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- December 2010, *Interim Report on Enrollment Management Strategies*, Educational Planning and Policy Committee

**University of Minnesota Board of Regents  
Academic and Student Affairs Committee  
October 8, 2015**

**University Tuition and Financial Aid Strategies**

Principles to guide financial aid policy and practice have been developed. The **financial aid principles include:**

- Connect financial aid strategies to University and State goals and priorities
- Align financial aid strategies and tuition strategies
- Support access for qualified students
- Attract high-achieving students
- Focus aid on Minnesota residents
- Support timely graduation
- Support the University's strengths and increase enrollments in priority areas

**Financial Aid**

A strong relationship between enrollment management and financial aid is essential for success in recruiting, enrolling, retaining, and graduating the very best students. The U of M maintains a balanced approach with emphases on need-based aid, merit-based aid, and special attention to the growing need for aid for middle-income students. These are, of course, not mutually-exclusive categories, and many students receive both need-based and merit-based aid.

Each of the types of financial aid is necessary to maintain a balanced strategy to support the many needs of a diverse group of undergraduates. The U of M's need-based program for Minnesota undergraduate students builds off the Federal Pell program and Minnesota State Grant Program by providing low-and middle-income students a U of M Promise Scholarship. These Promise Scholarships are scaled with the Expected Family Contribution (EFC), and eligibility extends up to a family income of \$100,000. Those students with a zero EFC receive a maximum Pell, maximum State Grant, and maximum Promise Scholarship, which together total over \$14,000 per year, thus covering tuition, fees, and books.

The numerous merit-based programs are designed to attract the very best Minnesota (and other) students with the goal of providing support to these students for four years. These high-achieving students often have multiple offers from other institutions, and the Office of Admissions, working with the Office of Student Finance, must provide increasingly competitive offers to attract them to our campus. Our National Merit Scholarship Program is an example of merit-based funding.

A third category that has been growing includes our middle-income scholarship programs, where several donors have made this a high priority in their philanthropy. The David Larson Scholarship and the middle-income scholarships provided by the U of M Promise are examples.

Each year, the Office of Student Finance “packages” thousands of students with scholarship funds, loans, work-study funds, and other forms of financial aid based on family income (need-based aid), quality of academic record (merit-based aid), and other aspects of the student’s background.

Recently, the U of M completed a comprehensive “Financial Behavior” survey, sent to all Twin Cities campus undergraduate students. The results of this survey, which collected data on student spending habits, knowledge of indebtedness, and knowledge of financial health, will be presented and discussed.

**Financial Aid Summary**

University of Minnesota System degree-seeking undergraduate student financial aid overview

Measure	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
First term headcount	44,770	46,050	46,371	46,097	45,885
% of enrolled students with gift aid	86%	87%	63%	62%	61%
% receiving Pell Grants	24%	27%	27%	26%	25%
% Bachelor’s recipients with no debt	33%	32%	34%	34%	35%
Average loan debt for those with debt	\$26,764	\$27,442	\$28,062	\$27,492	\$27,026

# Tuition and Financial Aid Management

Board of Regents

Academic and Student Affairs Committee

October 8, 2015

**Bryan Herrmann**

Vice Chancellor for Finance and Facilities, Morris Campus

**Robert McMaster**

Vice Provost and Dean of Undergraduate Education, Twin Cities Campus

**Andrea Schokker**

Executive Vice Chancellor for Academic Affairs, Duluth Campus



# Financial Aid Principles

1. Connect financial aid strategies to University and State goals and priorities
2. Align financial aid strategies and tuition strategies
3. Support access for qualified students
4. Attract high-achieving students
5. Focus aid on Minnesota residents
6. Support timely graduation
7. Support the University's strengths and increase enrollments in priority areas





# Financial Literacy and Student Education



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# LIVE LIKE A STUDENT

Small choices add up.

MAKE THE RIGHT DECISIONS NOW FOR A BETTER FOREVER!

## Three Simple Steps

STEP  
1



### KNOW YOURSELF

If overspending is an issue, avoid credit cards. Build credit with installment loans.

STEP  
2



### AUTOMATE SAVINGS AND BILL PAY

Combat laziness and temptation by using online banking and direct deposit.

STEP  
3



### COMPARISON SHOP

Don't try things on, your brain will take possession of the item.

Live Like a Student Now, So You Don't Have to Later

Live like a student  
now...

so you don't have  
to later



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# PSYCHOLOGY OF SPENDING

## Textbook Smarts

Rent textbooks or buy used.  
[www.chegg.com](http://www.chegg.com)  
[www.amazon.com](http://www.amazon.com)  
[www.half.com](http://www.half.com)

Ask if a digital version will suffice. Some textbooks have special website access codes and activities, not all professors will use these features that cost extra.



### ASK:

"Would I buy this if it wasn't on sale?"

It might simply be the rush of getting a deal that you're after – not the item in your hand.

### Shop Sales FIRST

Shopping regular priced items first will inflate your perceived savings of items on the sale rack, causing you to buy items you would otherwise pass on.



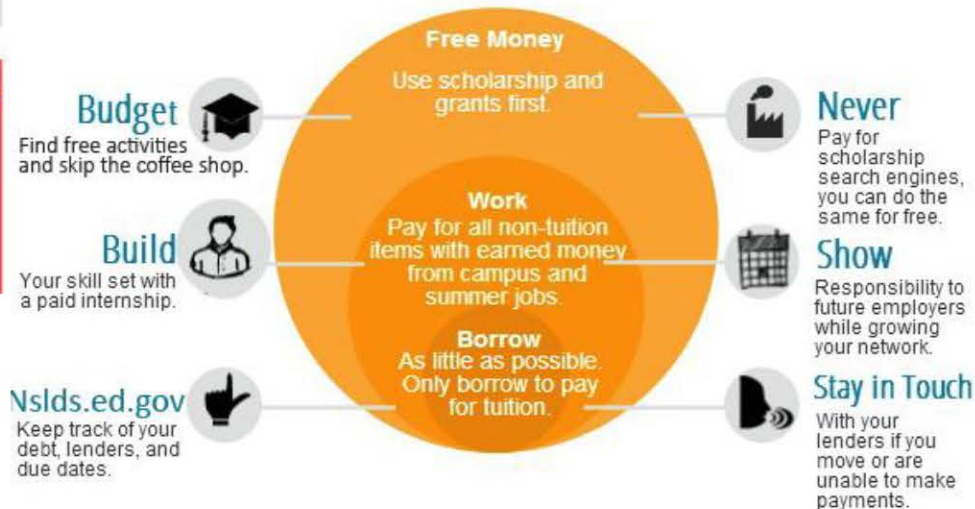
## SHOPPING AND YOUR BRAIN

### Economist Dan Ariely on the Endowment Effect

Our brains become attached to things once we assume ownership.

So - don't try things on! Your brain will feel possessive of the item.

## RULES OF BORROWING



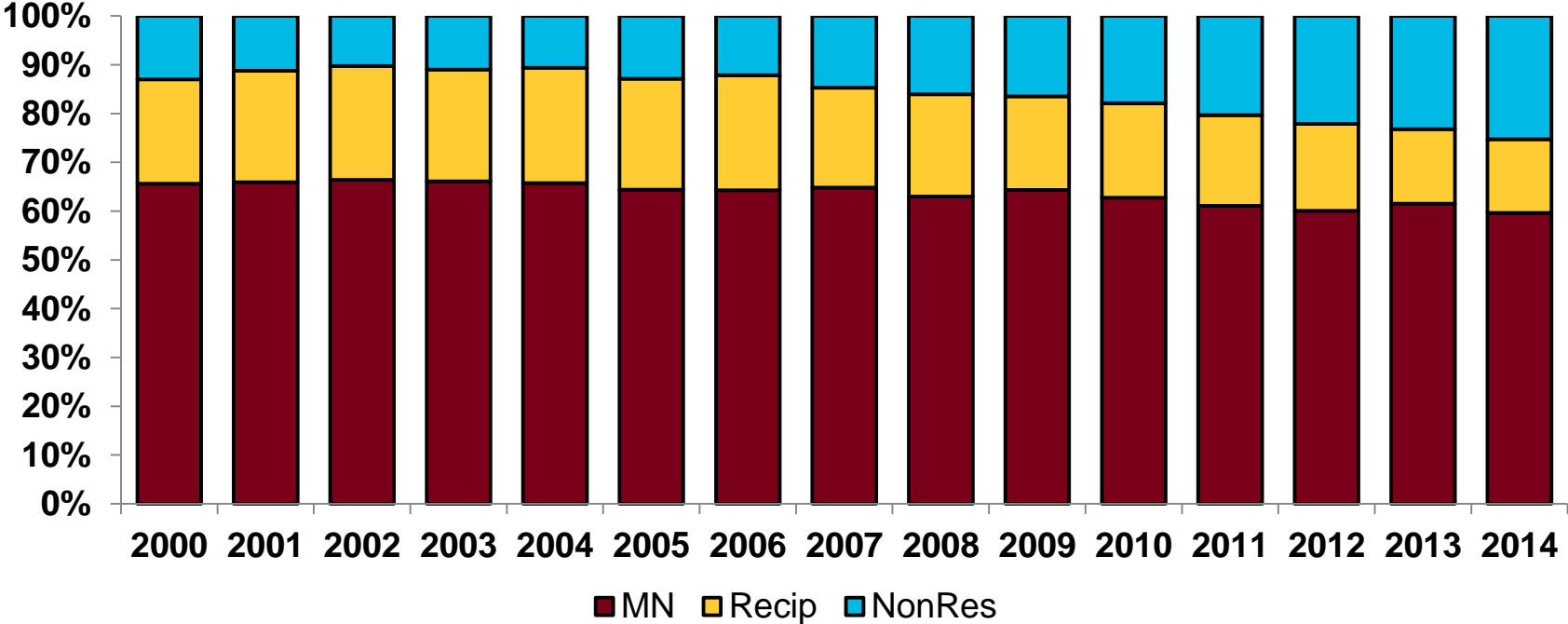
# System and Campus Data and Historical Trends



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# Percentage Distribution of Total Net Tuition Revenue for an Academic Year Generated by Twin Cities Campus Fall Semester New Freshmen (NHS) by Student Home Location



# 2015-16 Cost of Attendance

## Minnesota Resident Undergraduate Living on Campus

	<u>Twin Cities</u>	<u>Duluth</u>	<u>Morris</u>	<u>Crookston</u>	<u>Rochester</u>
MN Resident Tuition and Fees	\$13,840	\$13,082	\$12,846	\$11,646	\$13,232
Room and Board	\$8,744	\$7,210	\$7,804	\$8,093	\$9,440
Books, Supplies, Transportation, Personal, Misc.	\$3,200	\$3,706	\$2,700	\$3,336	\$3,392
<b>Federal Cost of Attendance</b>	<b>\$25,784</b>	<b>\$23,998</b>	<b>\$23,350</b>	<b>\$23,075</b>	<b>\$26,064</b>



# University of Minnesota

## Degree-Seeking Undergraduates

### 2013-14 Financial Support (in \$ millions)

Financial Aid Year (fall, spring, summer)	Twin Cities	Duluth	Morris	Crookston	Rochester	TOTAL
<b>Gift Aid</b> (e.g., grants, federal Pell, scholarships)	\$134.6	\$39.0	\$11.9	\$8.0	\$2.1	\$195.6
<b>Waivers</b> (i.e., U of M tuition waiver awards)	\$9.6	\$1.9	\$3.3	\$0.02	\$0	\$14.8
<b>Employment</b> (work-study and other U of M employment)	\$26.1	\$4.7	\$9.9	\$7.7	\$3.3	\$32.7
<b>Loans</b> (student and parent loans)	<u>\$168.3</u>	<u>\$66.1</u>	<u>\$8.3</u>	<u>\$10.3</u>	<u>\$4.0</u>	<u>\$257.0</u>
<b>TOTAL</b>	\$338.6	\$111.7	\$24.4	\$19.0	\$6.4	\$500.1



# % Unduplicated Head Count Receiving PELL

## 2013-14 Degree-Seeking Undergraduate Students

Financial Aid Year (fall, spring, summer)	TC	UMD	UMM	UMC	UMR	ALL
PELL	24%	27%	31%	33%	29%	25%



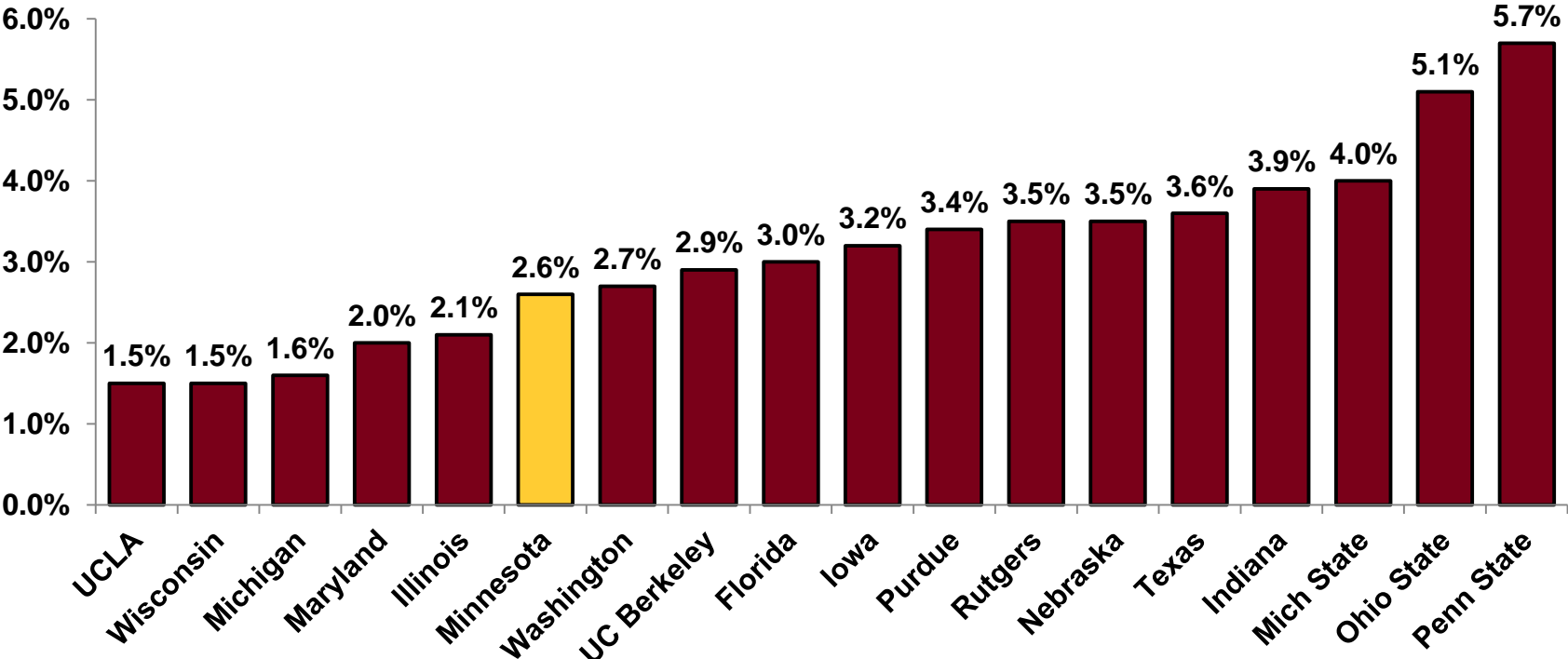


# Student Loan Data for 2013-14 graduates

Financial Aid Year (fall, spring, summer)	TC	UMD	UMM	UMC	UMR	ALL
% of Bachelor's Degree Recipients with <b>no Debt</b> (excluding PLUS parent loans)	39%	24%	36%	24%	19%	35%
Average Loan Debt for Bachelor's Degree Recipients with debt (excluding PLUS parent loans)	\$26,406	\$30,345	\$24,189	\$22,781	\$25,553	\$27,026



# FY 2012 Three-Year Official Cohort Default Rate on Federal Student Loans: Twin Cities Campus Comparison Group and Big Ten Public Universities (Published September 2015)





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# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Academic & Student Affairs**

**October 8, 2015**

**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 Science and Engineering (Twin Cities campus)—Create graduate minor in Cyber Security
- Medical School (Twin Cities campus)—Create residency in Interventional Radiology
- Medical School (Twin Cities campus)—Create fellowship in Pediatric Hospital Medicine

### **II. Request for Approval of Changed Academic Programs**

- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—Change name of Ph.D. , M.S. and minor in Conservation Biology to Conservation Sciences
- College of Science and Engineering (Twin Cities campus)—Create subplan for dual M.S./B.Env.E. degrees in Civil Engineering and Geoenvironmental Engineering
- School of Dentistry (Twin Cities campus)—Create a dual degree program in Dental Hygiene (B.S.) and Dental Therapy (M.S.)

## **BACKGROUND INFORMATION**

This report appears as a regular item on the Academic & 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  
October 8, 2015**

**Consent Report**

**I. Request for Approval of New Academic Programs**

▪ **College of Science and Engineering (Twin Cities campus)—Create graduate minor in Cyber Security**

The College of Science and Engineering on the Twin Cities campus requests approval to create a graduate minor in Cyber Security effective fall 2015. The proposed program integrates the fields of technology, security, and management to provide students with the skills and insights to assume a leadership role in cyber security and its role in complex organizations. The curriculum applies fundamental concepts of business management, organizational leadership, and risk management techniques and strategies, each as applied in the context of cyber security, to empower engineering, technology and business professionals to adapt and lead in the field of cyber security.

▪ **Medical School (Twin Cities campus)—Create residency in Interventional Radiology**

The Medical School on the Twin Cities campus requests approval to create a residency in Interventional Radiology, effective summer 2017. Program fellows will acquire the necessary skills and knowledge to gain expertise in the diagnosis and treatment of medical conditions via radiological and other imaging technologies. Trainees can complete this residency in an independent, two-year format, or via an integrated five-year program.

▪ **Medical School (Twin Cities campus)—Create fellowship in Pediatric Hospital Medicine**

The Medical School on the Twin Cities campus requests approval to create a fellowship in Pediatric Hospital Medicine effective summer 2016. The two-year program provides fellows with the necessary skills and knowledge for excellence in evidence-based practices in hospital care, standardized care, procedural care, and scholarly productivity relevant to the hospital setting.

## II. Request for Changes to Academic Programs

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—Change name of Ph.D. , M.S. and minor in Conservation Biology to Conservation Sciences**

The College of Food, Agricultural and Natural Resource Sciences 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, as well as the minor in Conservation Biology to Conservation Sciences, effective fall 2016. The new name more accurately describes the scope of research performed by faculty and students, and is increasingly used by universities, governmental agencies, and other organizations.

- **College of Science and Engineering (Twin Cities campus)—Create subplan for dual M.S./B.Env.E. degrees in Civil Engineering and Geoenvironmental Engineering**

The College of Science and Engineering on the Twin Cities campus requests approval to create a dual Bachelor of Environmental Engineering (B.Env.E.) and Master of Science (M.S.) degree, effective fall 2015. The proposed dual degree will be a partnership between the B.Env.E. degree (for which there is no master's degree) and the M.S. degree in either Civil Engineering or Geoenvironmental Engineering. The proposed program balances education in engineering fundamentals and design, while providing preparation for students wishing to pursue a career in industry, as well as those wanting to continue studies toward a Ph.D. degree.

- **School of Dentistry (Twin Cities campus)—Create a dual degree program in Dental Hygiene (B.S.) and Dental Therapy (M.S.)**

The School of Dentistry on the Twin Cities campus requests approval to create a dual degree between the Bachelor of Science (B.S.) in Dental Hygiene and the Master of Science (M.S.) in Dental Therapy, effective fall 2016. The proposed dual degree program will be a partnership between the aforementioned existing degree programs and is a direct response to the expressed needs of graduates, and the dental workforce. The proposed program will provide students with all the coursework needed for state licensure as a hygienist and an advanced dental therapist.