



Academic & Student Affairs

October 2016

October 13, 2016

9:45 a.m. - 11:45 a.m.

East Committee Room, McNamara Alumni Center

ASA - OCT 2016

1. Academic Progress and Trends in Gopher Athletics

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

October 13, 2016

AGENDA ITEM: Academic Progress and Trends in Gopher Athletics

Review Review + Action Action Discussion

This is a report required by Board policy.

PRESENTERS: Mark Coyle, Director, Intercollegiate Athletics
J.T. Bruett, Director, McNamara Academic Center for Student Athletes
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is to discuss the academic progress of student-athletes on the Twin Cities campus, as evidenced by graduation rates and other metrics. The presentation will include an overview of the governance and monitoring structure and the support services in place for students who are pursuing an undergraduate degree while participating in athletics.

BACKGROUND INFORMATION

- February 2015: *Academic Support and Academic Performance of Student-Athletes, Academic & Student Affairs*

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
October 13, 2016**

Academic Progress and Trends in Gopher Athletics

The University of Minnesota is committed to the academic success of student-athletes as they pursue a baccalaureate degree while participating in athletics. Over 700 student-athletes participate in Gopher Athletics on the Twin Cities campus.

Both the Department of Athletics and the Office of the Provost play major roles in the development of the student-athlete. The Director of Athletics, Coaches, and athletics' staff, along with the Office of Undergraduate Education in the Office of the Provost, all work in collaboration to ensure the best possible experience for the student, both "on the field" and in the classroom. The primary center for assisting students is the McNamara Academic Center, or MAC. The MAC formally reports to the Provost's Office, but is closely linked to the entire department of athletics.

The McNamara Academic Center

Since its beginning in 1983, the McNamara Academic Center (MAC) has expanded to provide individualized attention for student-athletes. The MAC's goal is to foster the development of student-athletes as they balance academics with athletics while pursuing a baccalaureate degree and to promote a partnership between the academic and athletic missions of the University of Minnesota.

Within an environment that values integrity and respect, the MAC strives to:

- conduct the affairs of the MAC in a manner consistent with the highest of ethical standards.
- provide a comprehensive support program that fosters academic success and develops leadership within a diverse group of student-athletes.
- emphasize the primacy of student-athletes' academic responsibilities.
- encourage participation in University programming to maximize student-athletes' collegiate experiences.
- celebrate the academic achievements of University of Minnesota student-athletes.

The MAC is committed to helping student-athletes become independent and self-reliant learners. We want student-athletes to:

- develop and maintain a high level of motivation and self-discipline;
- set appropriate academic goals;
- plan and use time efficiently;
- improve learning skills; and
- earn a baccalaureate degree from the University of Minnesota in an area of interest.

Services offered by the MAC to support student-athletes in their academic careers include academic advising, computer labs, and tutoring in general skills areas such as writing and study skills. The MAC also offers tutoring for specific courses, along with outreach and career support services.

Organizational Structure and Oversight

As one of the academic units reporting to the Executive Vice President and Provost, the MAC Director reports to the Vice Provost and Dean of Undergraduate Education.

Additional oversight is provided by the Faculty Academic Oversight for Intercollegiate Athletics Committee (FAOIAC), and the Intercollegiate Athletics Committee (IAC), both of which are standing committees of the University Senate.

IAC provides consultation and advice to the President, the senior administrator responsible for athletics, and the Department of Intercollegiate Athletics on policies and other major decisions.

FAOIAC has responsibility for eligibility, compliance, and other issues relating to academic integrity of participants in the programs. This committee works closely with the Provost, who as head of academic affairs is the senior administrative officer in charge of academic counseling programs for athletes. FAOIAC includes eight tenured faculty members, two Faculty Representatives to the NCAA, the Chair of the IAC, and ex-officio representation as specified by vote of the Twin Cities Faculty Delegation. The purpose of this committee is to ensure that students who choose to participate in athletics have a full opportunity to pursue and complete their University studies, and the primary qualification for appointment to this committee is a commitment to teaching students.

Recent Accomplishments in Student-Athlete Academic Performance

Recent progress and notable accomplishments in student-athlete academic performance are evidenced by these metrics:

- Graduation Rates
- NCAA Graduation Success Rate (GSR)
- Academic Performance Rates (APR)
- Grade Point Averages (GPAs)

Discussion Items

The presentation will include a discussion of major challenges facing academic support programs in Division I athletics and how those challenges are addressed. Topics for discussion include the following:

- Maintaining progress on academic metrics for student athletes
- Maintaining academic integrity
- Ensuring student-athlete academic success
- Paying continued attention to the checks and balances provided by the governance structure

Academic Progress and Trends in Gopher Athletics

Board of Regents
Academic and Student Affairs Committee
October 13, 2016

Mark Coyle

Director of Gopher Athletics

J.T. Bruett

Director, McNamara Academic Center for Student-Athletes

Robert B. McMaster

Vice Provost and Dean of Undergraduate Education



Presentation Outline

- Athletics
- Office of Undergraduate Education
- McNamara Academic Center for Student-Athletes (MAC)

Athletics



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Athletics

Our Foundation

- Strong correlation between academic success and athletic excellence

Accountability

- AD meetings during recruiting visits to establish expectations

Guiding Principles

- We want to be defined by our actions
 - Syracuse: Set program-record GPA for all sports last season; 11 teams posted perfect Academic Progress Rate (APR) scores
 - Boise State: 17 of 18 programs set all-time GPA marks

Office of Undergraduate Education



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Governance and Monitoring

Faculty Athletic Rep
(as appointed by President)

- Counsel and advise President, AD, and MAC Director
- Counsel and advise Provost, Vice Provost
- Serve as faculty “eyes and ears”
- Provide oversight of Athletics

Faculty Athletic Rep
(as appointed by President)

ATHLETICS

Student-Athlete
Welfare and Support
Recruitment of Athletes
Scholarships

OFFICE OF THE PROVOST

Admissions
Certify Eligibility (ASR)
McNamara Academic Center
Counseling, tutoring
OUE 1086, 1087
Academic Integrity

GENERAL COUNSEL

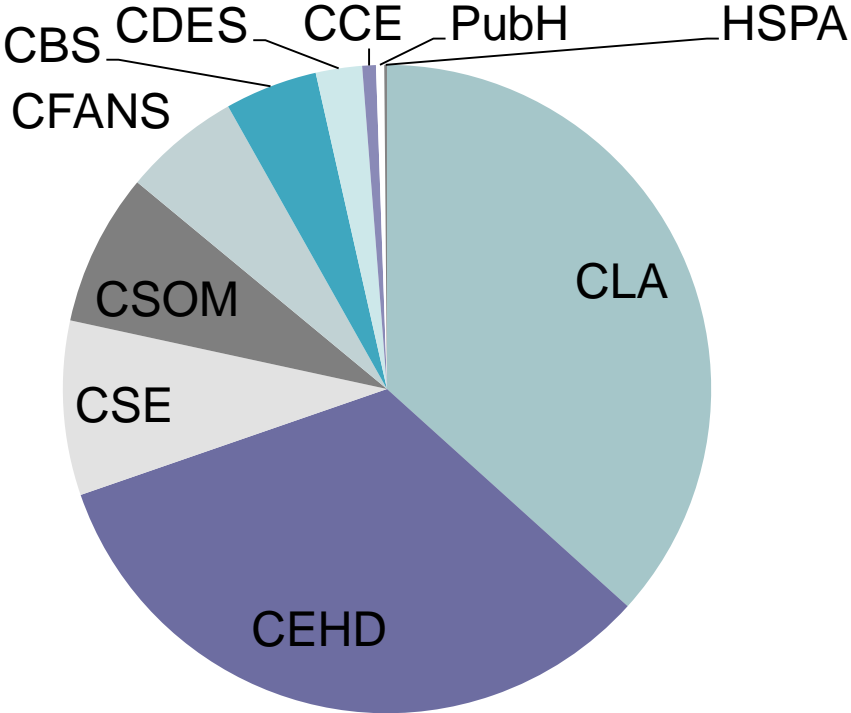
NCAA Compliance
NCAA Big Ten
Regulations

FAOIAC

- Oversee certification of student eligibility to participate in varsity athletics programs
- Establish University academic standards for varsity participation
- Conduct regular reviews of grade average and progress of each student
- Establish scheduling standards limiting days in a term that athlete may be absent

Student-Athletes by College: Fall 2016

College	Number	Percent
CLA	270	37%
EHD	243	33%
CSE	64	9%
CSOM	56	8%
CFANS	43	6%
CBS	34	5%
CDES	17	2%
CCE	5	1%
PubH	3	<1%
HSPA	1	<1%
Total	736	100%



McNamara Academic Center for Student-Athletes (MAC)



UNIVERSITY OF MINNESOTA

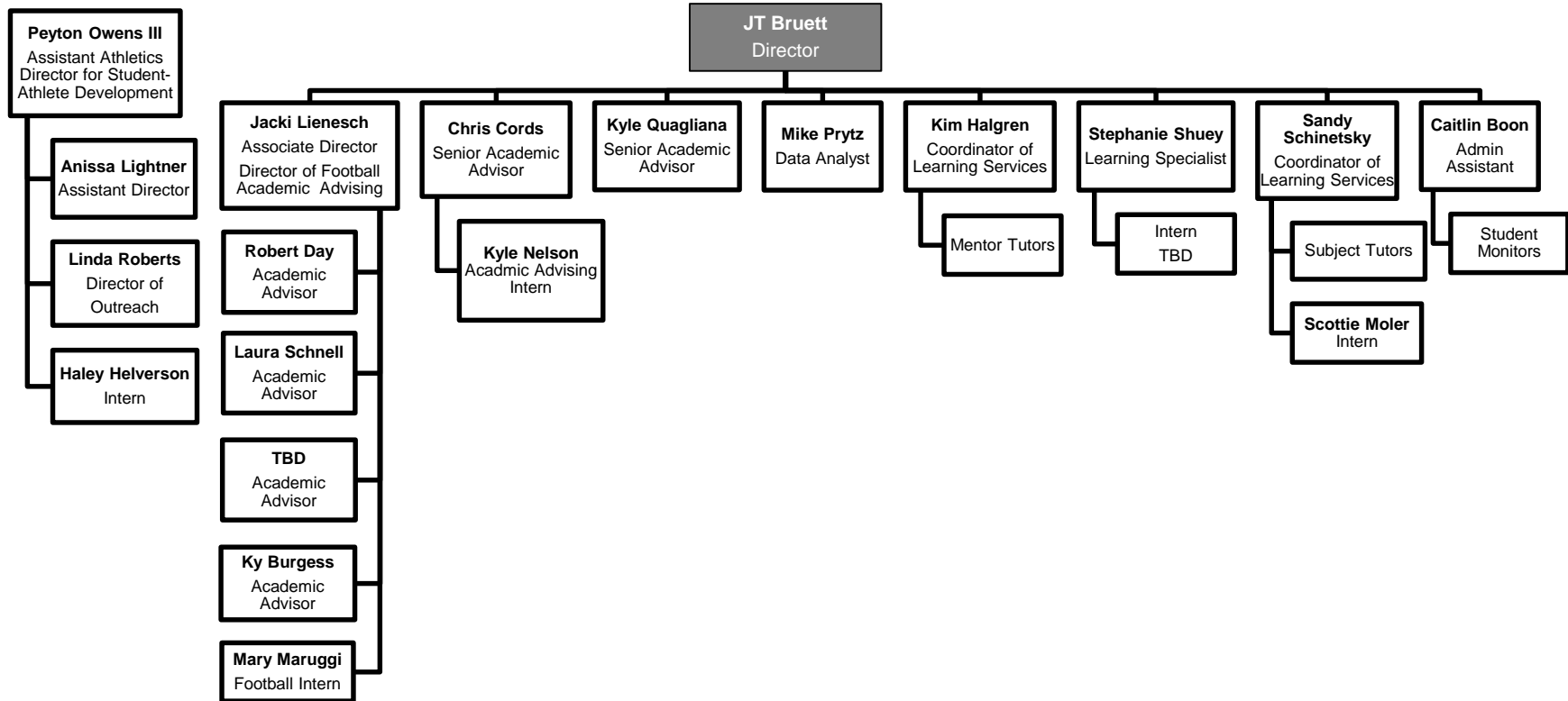
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MAC

Structure

- Report to the Vice Provost and Dean of Undergraduate Education
 - Seven full-time academic advisors
 - Two full-time tutor coordinators
 - More than 60 mentor tutors
 - More than 200 subject tutors
 - One full-time learning specialist
 - Data analyst
 - Four interns

MAC



MAC

U of M Graduation Rates

- Six year federal graduation rates (2009) cohort
 - All students – 77%
 - Scholarship student-athletes – 80%
- NCAA Graduation Success Rate
 - Student-athletes – 90%
 - Excludes transfers that leave in good academic standing
 - Includes mid-year enrollees and transfers into the University

MAC

NCAA Academic Performance Rate (APR)

- 14 programs received public recognition awards from the NCAA for being in the top 10% in their sport based on their multiyear APR
- This ranks as 4th highest of all FBS institutions and 1st among public institutions for the 3rd straight year

MAC

Grade Point Averages (GPA)

- 22 of our 23 sport programs have a team cumulative GPA above 3.0
 - W Golf (3.55), W Cross Country (3.52), M Tennis (3.27)
 - Football (3.03)
 - M Hockey (3.18), W Hockey (3.29)
 - W Basketball (3.24)
 - W Volleyball (3.21)

Questions / Comments



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

October 13, 2016

AGENDA ITEM: Enhancing the Undergraduate Student Experience

Review Review + Action Action Discussion

This is a report required by Board policy.

PRESENTERS: Lori Carrell, Vice Chancellor for Academic Affairs & Student Development, UMR
Fernando Delgado, Executive Vice Chancellor for Academic Affairs, UMD
Sandra Olson-Loy, Vice Chancellor for Student Affairs, UMM

PURPOSE & KEY POINTS

The purpose of this item is to discuss the ways the University positions undergraduate students for success. The discussion will include how the integrated curricular, co-curricular, and living-learning undergraduate experience supports achievement of student learning goals and prepares students for lifelong learning, globally engaged citizenship, and success in their academic, personal, and professional lives. University support services and resources and enhanced learning opportunities are centered on the significant student transitions aligned with joining, progressing through, and transitioning beyond the University community.

Each presenter will share the goals and values their campus has for supporting students and enhancing students' learning and development. Examples will be aligned with three phases of the student experience: new and arriving students, enrolled students, and students nearing or post-graduation. These examples will include welcome and orientation programs for new students, academic advising, campus safety, community living, student health, career coaching, and senior capstone experiences.

Enhancing the Undergraduate Student Experience

Presentation to the University of Minnesota Board of Regents
Academic and Student Affairs Committee

October 13, 2016



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Crookston Duluth Morris Rochester Twin Cities

New and Arriving Students

“I don’t know if I’m more excited or more scared – but I’m ready for the adventure!”



New and Arriving Students

- Transition (holistic)
- Connection
- New challenges. New skills.
- Resources



Enrolled Students

“I’m getting engaged and exploring, but I have lots of decisions to make. And – it’s always a good time to study.”



Enrolled Students

- Engagement
- Academic Progress
- Exploration and decision making
- Safety
- Financial Health



Nearing Graduation
**“What’s next?
How do I make it
happen? My
capstone reveals
my learning. Am I
really almost a
college graduate?”**



Nearing Graduation

- ❑ Critical Reflection on Learning
- ❑ Life after College - career, grad school, gap years
- ❑ Transition and Celebration



Enhancing the Undergraduate Student Experience

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BOARD OF REGENTS DOCKET ITEM SUMMARY

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AGENDA ITEM: Consent Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President 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
 - Medical School (Twin Cities campus)—Create fellowship in Congenital Cardiac Surgery
- II. Request for Approval of Changed Academic Programs
 - College of Continuing Education (Twin Cities campus)—Create sub-plans in Data Management, Data Science, Development & Operations, Networking, Security, Systems, and Self-Designed within the B.A.Sc. degree in Information Technology and Infrastructure
- III. Request for Approval of Discontinued Academic Programs
 - College of Education and Human Development (Twin Cities campus)—Discontinue the B.S. degree in Career and Technical Education
 - Swenson College of Science and Engineering (Duluth campus)—Discontinue the B.S. degree in Applied Physics

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
October 13, 2016**

Consent Report

I. Request for Approval of New Academic Programs

▪ **Medical School (Twin Cities campus)—Create fellowship Congenital Cardiac Surgery**

The Medical School on the Twin Cities campus requests approval to create a fellowship in Congenital Cardiac Surgery, effective spring 2017. This one- or two-year, non-accredited fellowship program focuses on excellence in patient care and innovative surgical technique. The fellowship provides fellows with a comprehensive clinical experience that offers extensive exposure in managing simple and complex congenital heart lesions, including cardiopulmonary transplantation, and assist devices. The fellowship will involve all aspects of surgical management of neonates, infants, and children with complex heart lesions. The program will include clinical experience, as well as didactic, research, and teaching components.

II. Request for Changes to Academic Programs

▪ **College of Continuing Education (Twin Cities campus)—Create sub-plans in Data Management, Data Science, Development & Operations, Networking, Security, Systems, and Self-Designed within the B.A.Sc. degree in Information Technology and Infrastructure**

The College of Continuing Education on the Twin Cities campus requests approval to create a new sub-plans in Data Management, Data Science, Development & Operations, Networking, Security, Systems, and Self-Designed within the Bachelor of Applied Science (B.A.Sc.) degree in Information Technology and Infrastructure, effective spring 2017. The proposed change better reflects current curricular alignment and student demand.

III. Request for Approval of Discontinued Academic Programs

▪ **College of Education and Human Development (Twin Cities campus)—Discontinue the B.S. degree in Career and Technical Education**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Bachelor of Science (B.S.) degree in Career and Technical Education, effective spring 2017. No students are enrolled in the program, and other initiatives and curricular options exist that satisfy similar themes.

- **Swenson College of Science and Engineering (Duluth campus)—Discontinue the B.S. degree in Applied Physics**

The Swenson College of Science and Engineering on the Duluth campus requests approval to discontinue the Bachelor of Science (B.S.) degree in Applied Physics, effective spring 2017. No students are enrolled in the program, and other initiatives and curricular options exist that satisfy similar themes.