

UNIVERSITY OF MINNESOTA

Registrar's Advisory Committee

Monday, November 4, 2019

Walter 402

9:30-11:30 a.m.

[NACAC changes and their impact on the University of Minnesota - Bill Cleveland](#)

[Graduate School Strategic Plan - Vice Provost & Dean Scott Lanyon, Office of Graduate Education](#)

[Email activation for students - Stacey Tidball](#)

[Policy updates - Stacey Tidball](#)

[Undergraduate education agenda items](#)

[Credit and Grade Point Requirements for an Undergraduate Degree policy - Jessica Kuecker Grotjohn](#)

[Academic Standing project update - Amber Cellotti](#)

[TADA updates - Santiago Fernandez-Gimenez](#)

[Directed Activities Contract - Katie Russell and Kristy Davis](#)

[Credit Transfer Between Campuses presentation - Sue Van Voorhis](#)



National Association for College Admission Counseling (NACAC)

*Code of Ethics and Professional Practice Changes
Fall 2019*



Background

The National Association for College Admission Counseling (NACAC) has been under investigation by the Department of Justice Antitrust Division for two years.

The U of M is a member of NACAC.

Basic premise of investigation

The Department of Justice believes the targeted provisions of **NACAC's Code of Ethics and Professional Practice** are an unlawful restraint of trade that inhibits colleges' ability to compete for students.



Background continued:

- The targeted provisions (ie three practices) in question historically held all institutions to the same deadlines and approaches when recruiting and working with students.
- NACAC worked for two years to reach a settlement to maintain the practices, without success.
- To further manage association resources and conclude the investigation, the Code of Ethics and Professional Practice will be adjusted to *no longer require* three fundamental practices by member colleges and universities.



Universities and colleges can now choose to (without penalty):

- Offer exclusive incentives for Early Decision applicants,
- Recruit first-year undergraduates who have committed elsewhere
- Recruit transfer students.



What's next

- While NACAC disagrees with DOJ's conclusion, the Association has decided that the best course of action is to enter into a consent decree with the government and delete the provisions the DOJ finds objectionable.
- Failure to make these changes will have serious negative consequences for NACAC's finances and ability to operate, including the possibility of extremely costly and time-consuming litigation and, potentially, even more burdensome requirements mandated by federal authorities.
- Because of these serious implications, NACAC is sharing this information with the membership and recommending a path forward.



How does this affect the U of M?

- We will retain our May 1 confirmation deadline to allow the proper time for both students and the campus community to prepare for fall semester.
- We will monitor our enrollment numbers as always and adjust offers to shape the class as in the past.
- We don't have plans currently to make any major changes to our practices.



Conclusion

Despite these developments, NACAC can and will remain a champion for the best and ethical practice of college admission and a steadfast advocate for protecting students throughout their transition to higher education.



Graduate Education

A presentation for the
Registrar's Advisory Committee

Scott Lanyon
Vice Provost and Dean of Graduate Education
University of Minnesota



GRADUATE SCHOOL

University of Minnesota

Carnegie Classification: R1

5 campuses (three with Grad/Prof)

31,455 Undergraduate students

4,630 Ph.D. students

2,533 Research Master's students

8,875 Professional students

Graduate School staff size: 27



2009



Graduate
School



Colleges &
Grad Programs



GRADUATE SCHOOL

2015

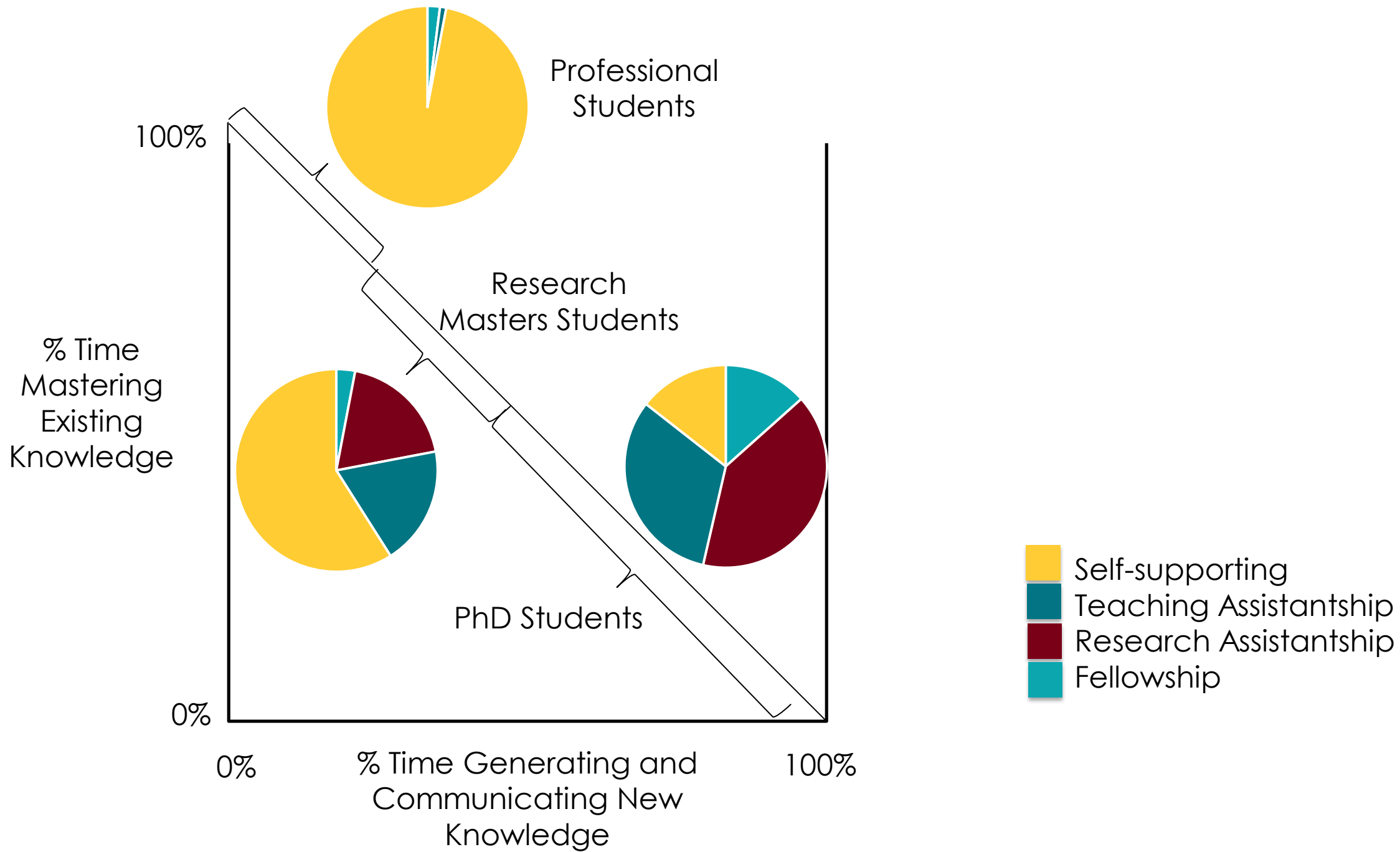
GRADUATE SCHOOL

GRADUATE
EDUCATION

PROFESSIONAL
EDUCATION

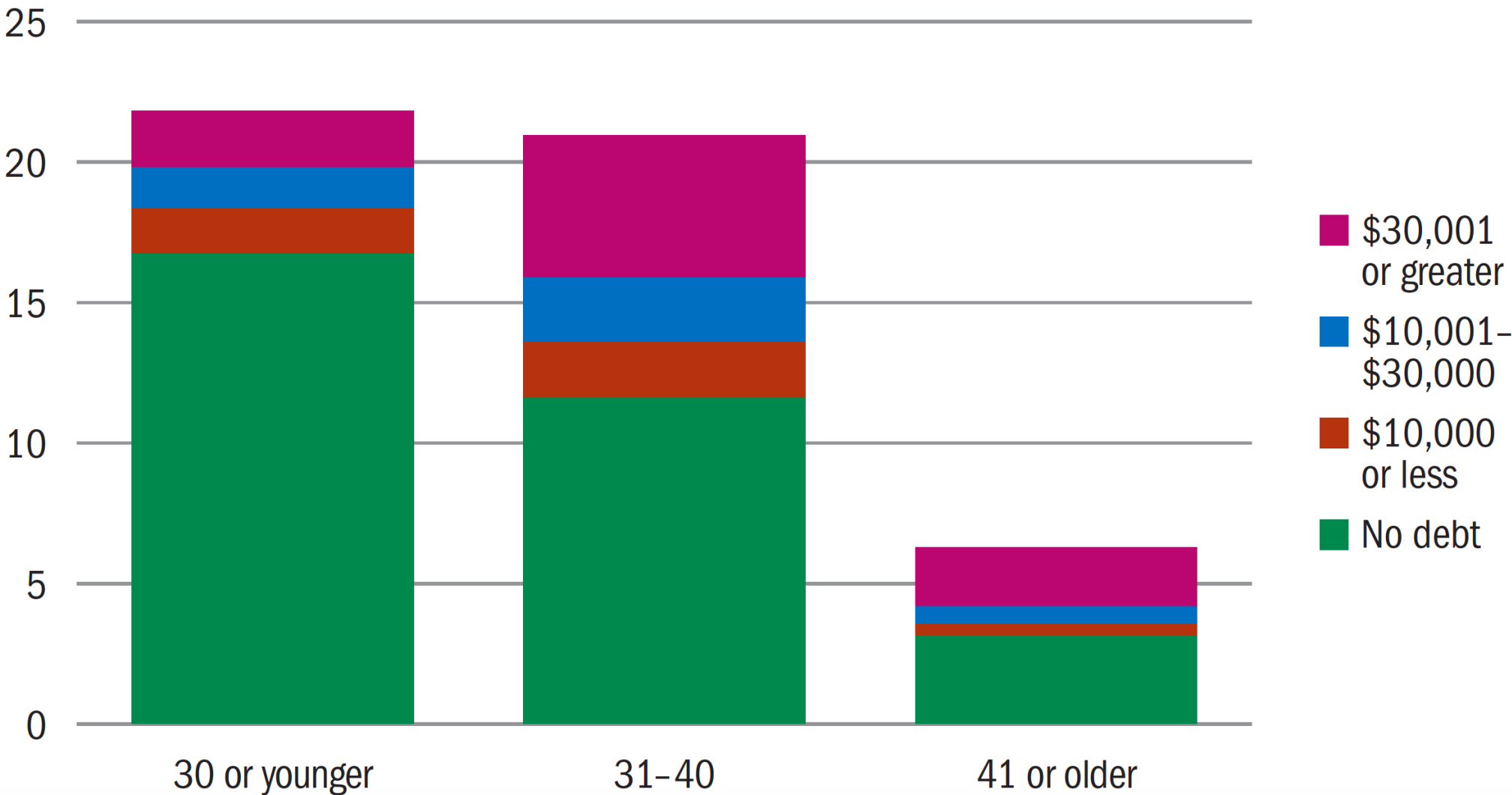


GRADUATE SCHOOL



Graduate education-related debt of U.S. doctorate recipients, by age at doctorate award: 2016

Number of doctorates (thousands)





Research

We seek new knowledge that can change how we all work and live. At the University of Minnesota, **students do research** alongside top professors in all majors.



Education

We prepare students to meet the great challenges facing our state, our nation, and our world. As a U of M student you'll engage with your professors and fellow students from the very beginning. And you'll develop your strengths with beyond-the-classroom experiences.



Outreach

We apply our expertise to meet the needs of Minnesota, our nation, and the world. We partner with communities across Minnesota to engage our students, faculty, and staff in addressing society's most pressing issues.

Graduate students are a significant component of the "We" in each of these three portions of our mission statement



HIGHER ED

A Glut Of Ph.D.s Means Long Odds Of Getting Jobs

February 27, 2015 · 11:08 AM ET



EDUCATION

The Ever-Tightening Job Market for Ph.D.s

Why do so many people continue to pursue doctorates?

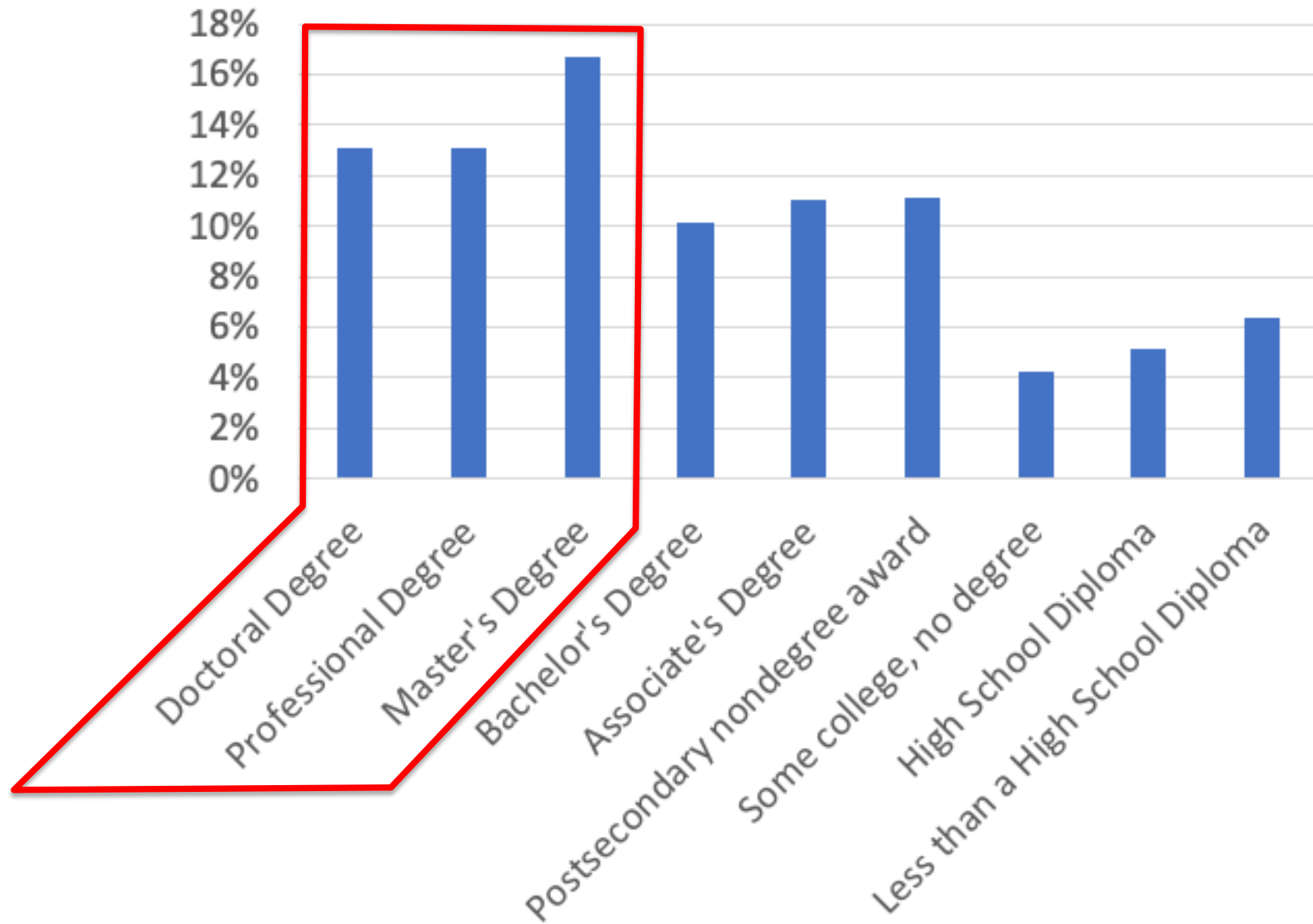
LAURA MCKENNA APR 21, 2016



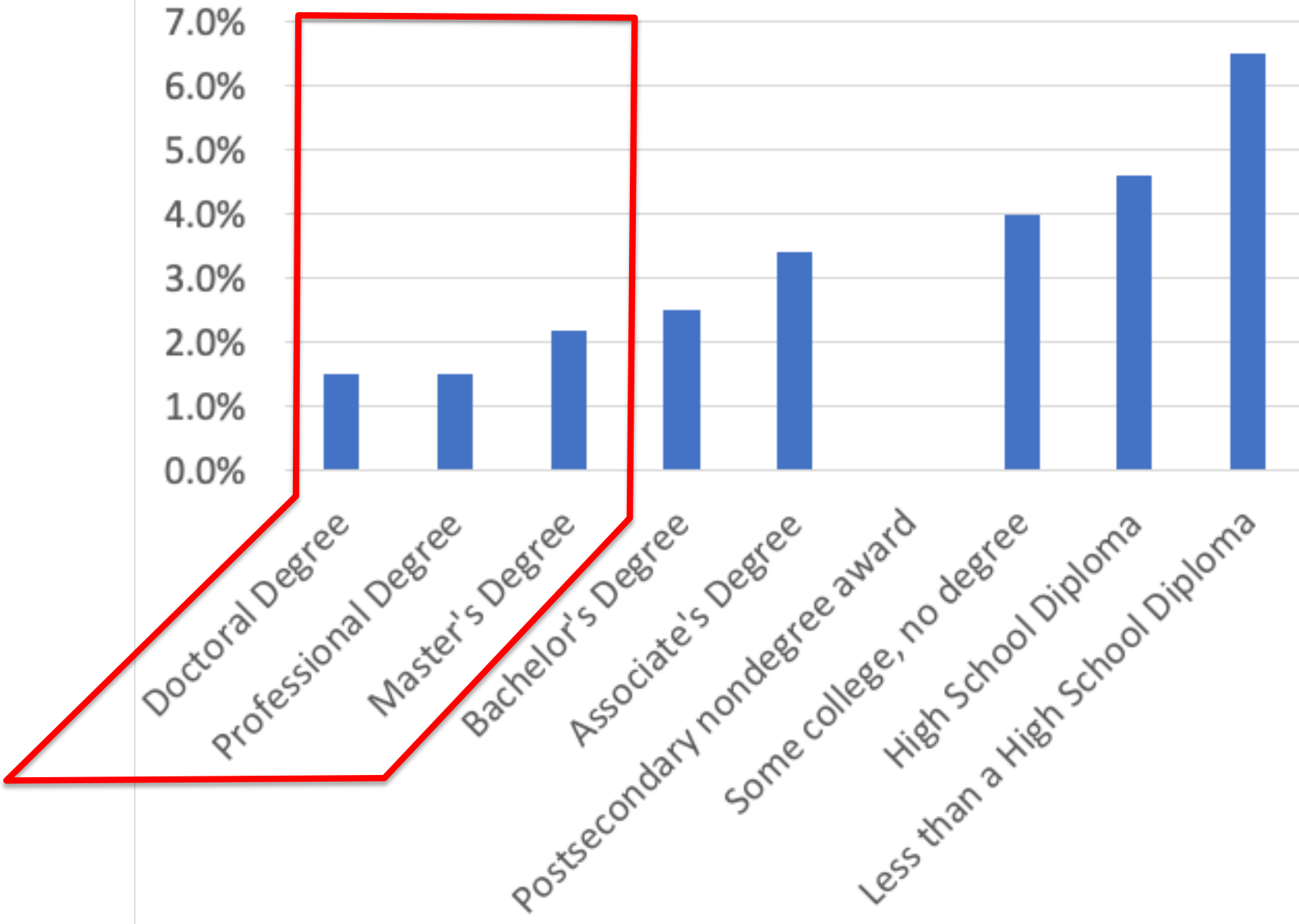
... doctor, doctor ... we're
of h . s who can't



2016-2026 job growth



Unemployment Rate





Percent of
2013-2014 UMN
Postbaccalaureate
Graduates with reported
wages in Minnesota

78%	Public Administration and Social Service Professions
76%	Business, management, and marketing
75%	Education
72%	Communication, journalism, and related programs
72%	Architecture and related services
66%	Physical Sciences
62%	Psychology
62%	Health professions
61%	Legal professions
61%	Parks, Recreation, Leisure, and Fitness Studies
60%	All Postbaccalaureate Graduates
53%	Biological and Biomedical Sciences
53%	Mathematics and Statistics
52%	Engineering
50%	Visual and Performing Arts
47%	Agriculture and Agriculture operations
47%	Social Sciences
42%	English Language and Literature
36%	Computer and information sciences



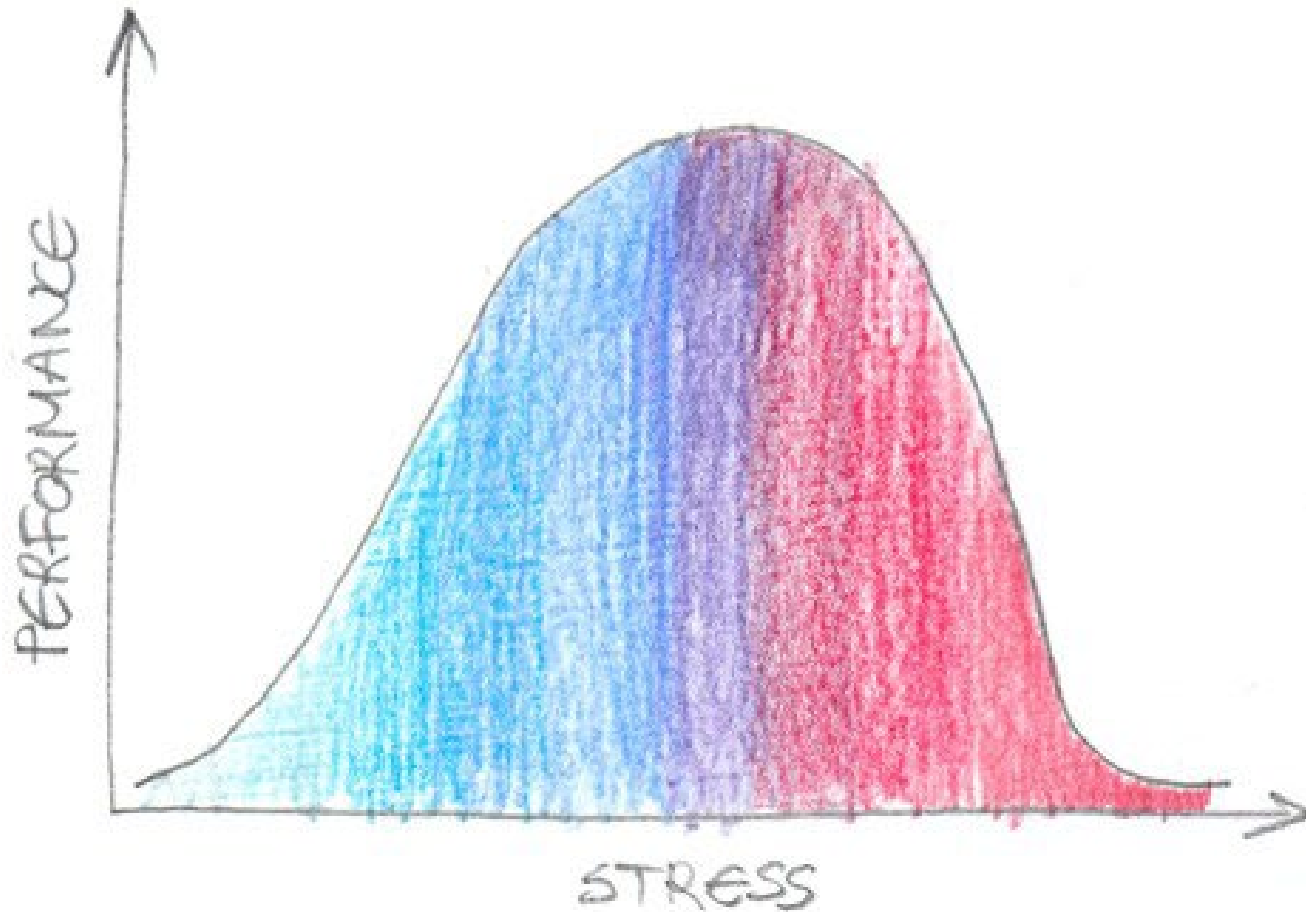
INSIDE HIGHER ED

Mental Health Crisis for Grad Students

Study finds "strikingly high" rates of depression and anxiety, with many reporting little help or support from supervisors.

- **24% of UMN graduate students reported that over the two weeks prior to taking the gradSERU survey they felt nervous, anxious or on edge more than half the days or nearly every day.**
- **12% indicated they felt down, depressed, or hopeless more than half the days or nearly every day.**

• Good vs. Bad Stress



Eustress, or positive stress:

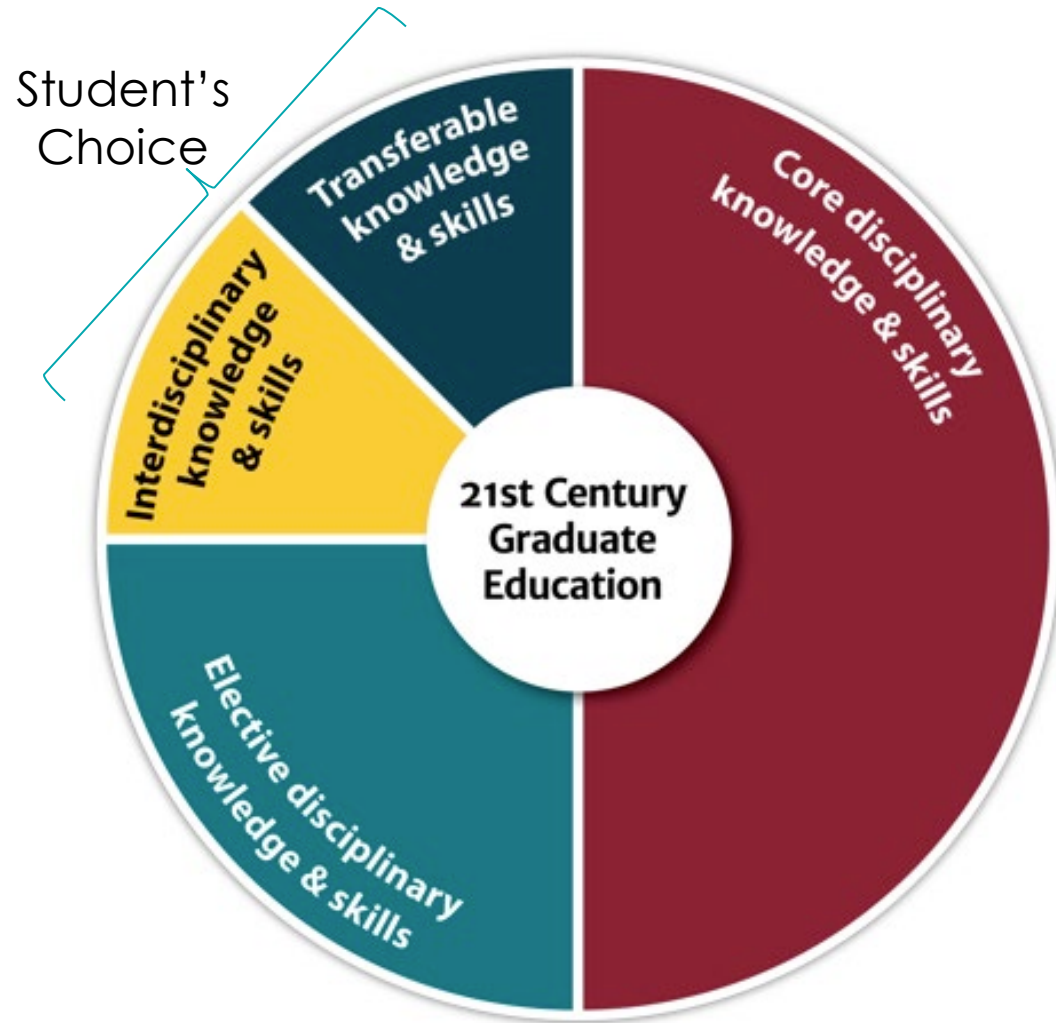
- Motivates, focuses energy.
- Is short-term.
- Is perceived as within our coping abilities.
- Feels exciting.
- Improves performance.

Distress, or negative stress:

- Causes anxiety or concern.
- Can be short- or long-term.
- Is perceived as outside of our coping abilities.
- Feels unpleasant.
- Decreases performance.
- Can lead to mental and physical problems.



More than 50% of our graduate students will end up in nonacademic careers.



Our goal is to create this new model of graduate education without:

- 1 Diminishing the primary goal of graduate education which is to train scholars
- 2 Loading faculty or staff with yet more responsibilities
- 3 Diminishing the role of the advisor in graduate education, or
- 4 Lengthening time to degree

STRATEGIC PLAN



MISSION

To facilitate and advocate for excellence in graduate education and postdoctoral training.

STRATEGIC PLAN

STRATEGIC OBJECTIVES

DIVERSITY

Increase the diversity of students receiving graduate degrees & postdoctoral training

Diversity in all forms leads to the evolution of scholarship and knowledge. The Graduate School promotes a vibrant student body and a welcoming campus climate in order to accelerate the diversity of thought, varied career paths, and cross-disciplinary dialogue that contribute to a quality education and the strength of our discoveries.

SERVICE

Provide consistently exceptional service to graduate students, postdoctoral scholars, graduate programs, colleges and campuses

First and foremost, the Graduate School is a service organization. We provide our constituents with the critical information, support, tools, training and resources they need in order to help them make better decisions and achieve greater success.

ADVOCACY

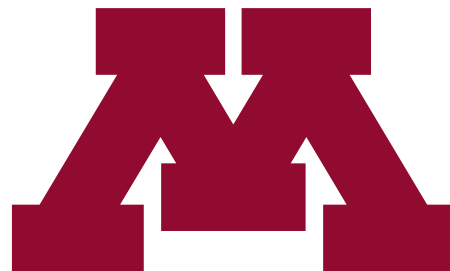
Advocate for, recognize, support and reward excellence in graduate education & postdoctoral training

Recognition and reward are key motivators for graduate students, postdoctoral scholars, programs and colleges. As an impartial administrative unit, the Graduate School identifies exemplary achievements in order to promote excellence in graduate education and postdoctoral training.

BEST PRACTICES

Increase innovation of best practices in graduate education & postdoctoral training

Graduate education, like any other enterprise, must continually adapt and change in order to meet the needs of a rapidly changing world. By researching, sharing and promoting innovative best practices in graduate and postdoctoral training programs, we will better prepare our graduate students and postdoctoral scholars for what lies ahead.



UNIVERSITY OF MINNESOTA

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Crookston | Duluth | Morris | Rochester | Twin Cities

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Email activation for students

RAC

November 2019



Identity & Access Management

New governance process beginning. Representation includes ASR, HR, OIT, Controller's Office, HIPAA/Health Sciences.

Objectives include determining business rules for access to university systems, including student access to email & MyU

Google apps rules for students

OIT confirmed they follow the published [account end of life policies](#)

- Google apps account (includes email) is active if student is active in an academic program or if they have graduated
- OIT did not stop the end of account process.

Details

“Active in an academic program”

- Need to ensure OIT and ASR define in the same way, seems to be working

“Graduated”

- Need to clarify how this is determined. Degree posted? Member of alumni association?

Google apps rules for students, cont.

- Account remains available for six semesters after last program activation
- For students that drop all courses before attending their first term, account is suspended

Remains available?

Account remains available for six consecutive semesters after last program activation.

- “Access is lost” if registration is missed for one term. Not clear if this is followed today.
- Terminology of “access lost,” “suspended” & “available”

Account deletion?

Rules state that after six semesters account is deleted and data is not recoverable.

*This is not being followed today, accounts & data are not deleted.

Account reinstatement

Email can be reactivated for students that have a suspended account

- OIT will reactivate for 1 week
 - To reactivate for > 1 week, Academic advisor should email request to accounts@umn.edu
 - OIT does not know who the advisor of record is, someone needs to email on student's behalf

For admitted students

Today's rule: For students that drop all courses before attending their first term, account is suspended.

Questions for OIT: What if the admit term is deferred? Once enrollment is dropped, when does the account suspension happen?

Governance question: What should the rule be?

What else?

- Internet ID \neq Email
- Password and Duo rules
- Account claiming for admitted students

Policy Discussion

RAC

November 2019



Instructional Time

5. Courses for individualized instruction such as directed study, directed readings, directed research, **and internships** which require a written contract outlining the responsibilities of the student for the course, are explicitly exempted from this standard, and may have fewer instructional hours per week than the standard.

Internships, **draft** language

Courses for academic credit must have academic content and student effort commensurate with the credit awarded.

- a. Academic work requires an instructor's supervision.
- b. Expectations of academic work for academic internship credit should be identified in a contract and supervised distinctly to ensure academic expectations are met.
- c. For internship experiences on a University of Minnesota campus, a student may have related paid experience and academic coursework with the same instructor provided that the hours and expectations are distinct and separately documented.
- d. Serving as a teaching assistant is not accepted as an academic experience for credit.

Questions?



Minor coursework taken A-F

RAC
November 2019

Jessica Kuecker Grotjohn

Office of Undergraduate Education



UNIVERSITY OF MINNESOTA

Driven to Discover®

Current Policy Language

Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree

- [Twin Cities only] No unit will allow S/N grading in major course work unless the S/N grading system is preset by the unit for specific courses.

Proposed Policy Language

Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree

- [Twin Cities only] No unit will allow S/N grading in major **or minor** course work unless the S/N grading system is preset by the unit for specific courses.



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UMNews



UofMN

Academic Standing Project Update

Registrars Advisory Committee
November 4, 2019

Amber Cellotti

Associate Director, Office of the Registrar, Twin Cities



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Overview

- Phase 1 complete
- Phase 2 kickoff
- Next steps



Project Update

- Project being completed in two phases
 - Phase 1: eliminating summer standing
 - Phase 2: process, historical data, and reporting
- Project scope: Twin Cities & Rochester undergraduates
- Project team: representatives from each undergraduate college, business analyst, and project manager



Phase 1: Eliminating summer standing

- Project team met twice during the summer (7/3 and 8/7)
- Points of discussion
 - Stopping summer academic standing & best practices
 - Discontinuing the “catch up” runs
- Work completed 8/14



Phase 2: Process, historical data, reporting

- Project kick off: 10/22
- High level objectives
 - Review academic standing process to avoid double entry
 - Look for ways to create/locate historical probation/suspension/standing statuses
 - Review reports
- Scope: Twin Cities & Rochester undergraduates

Next Steps

Reviewing options to streamline processes

- System-delivered functionality to add/release service indicators
- Batch uploads for standing and service indicators
- Reverting back to previous probation/suspension process
- Using service indicators to drive standing



Questions?

Amber Cellotti

knap0071@umn.edu





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UniversityofMinn



UMNews



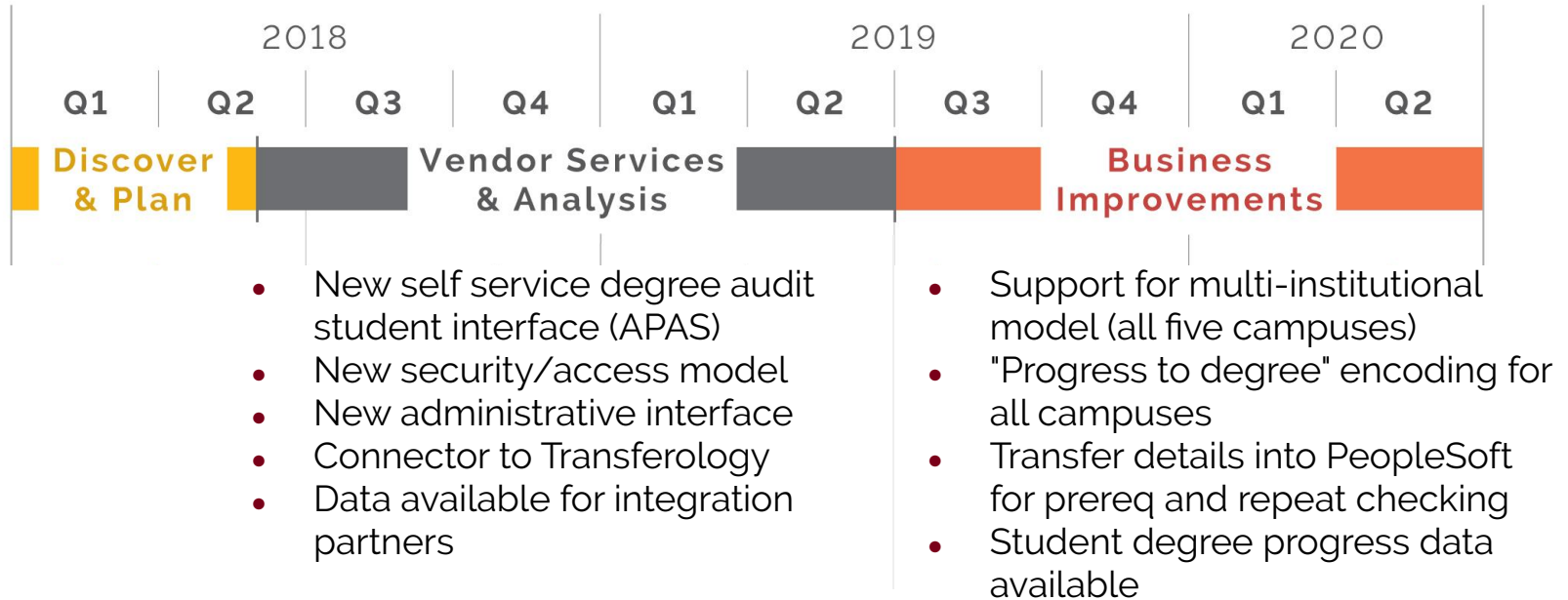
UofMN

Transfer Articulation and Degree Audit Project (TADA)

Implementing uAchieve and related processes



Estimated Project Timeline



Progress

- Defined high level requirements for the core functionality of bringing transfer articulation details into PeopleSoft
- Stellic pilot continues
 - Lab usability with non-pilot students completed
- UMC onboarding to SDP Service began
- Pre-planning with MyU for all-campus SDP on MyU



Bringing Transfer Articulation into PeopleSoft

Why are we doing this?

- 79% of University students bring in external credit.
- When registering for classes, this credit isn't currently included in prerequisite checking.
 - Class permission must be obtained by the student to register.
 - Or... prerequisites aren't added, so functionality is not used.
- This work will remove barriers for students.

Current work

- Defined high level requirements for the core functionality
 - Both source and target course information will be in PeopleSoft
 - Includes decisions on “types of credit,” transfer credit from regionally accredited institutions, test credit, and other credit.

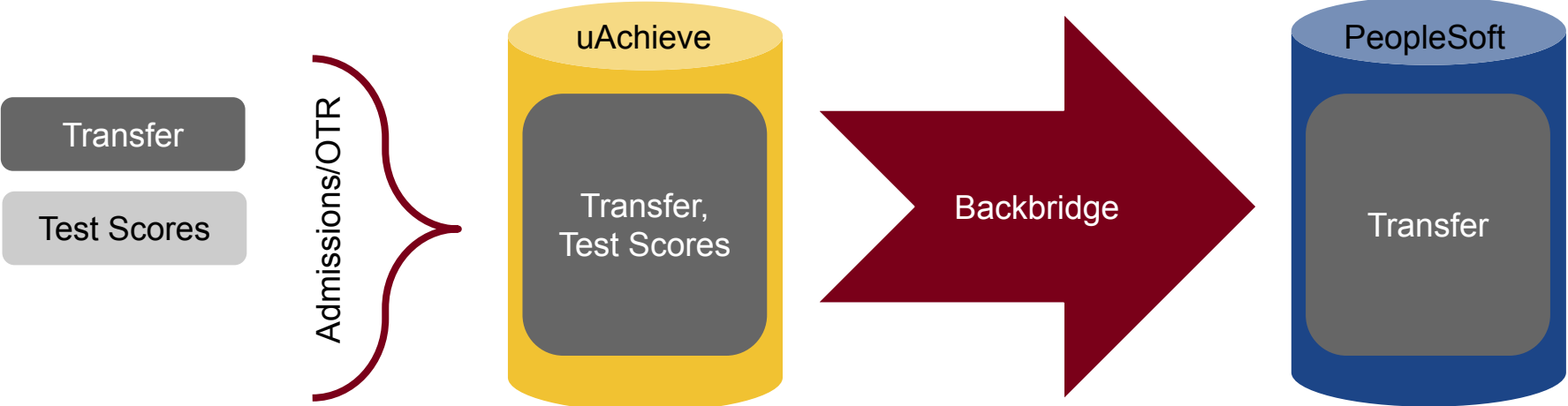


“Types of credit” decision:

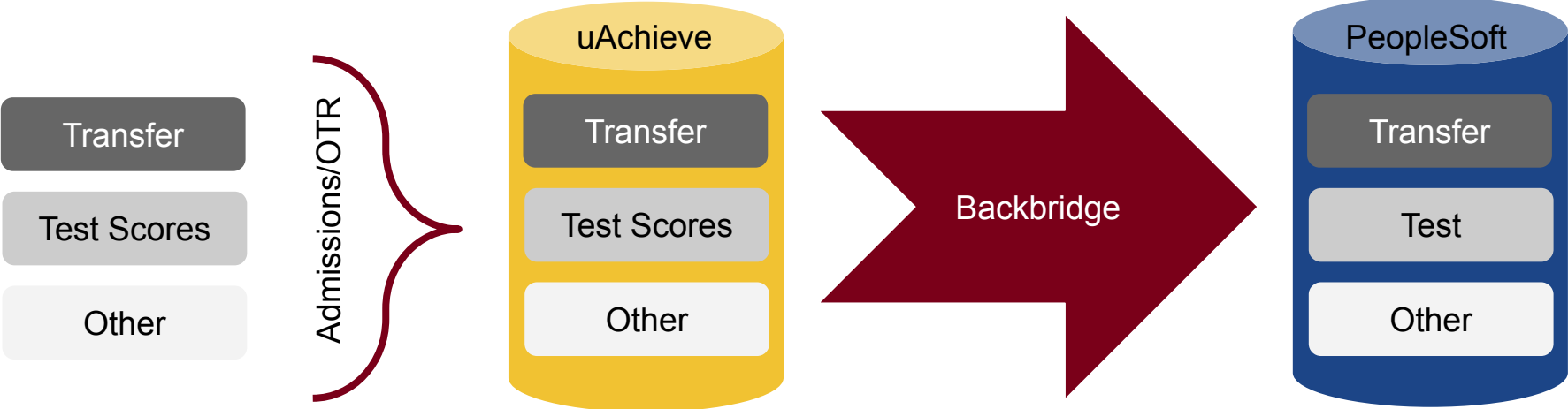
Any form of credit that needs to be rearticulated upon Inter-University Transfer (IUT) should be articulated through uAchieve and mapped into PeopleSoft.



As is



Potential to be



Transfer credit from regionally accredited institutions

Transfer credit from regionally accredited institutions will be articulated to the “Transfer” module in PeopleSoft and will be aggregated, by institution, under a Transfer Credit header on the transcript.



Test credit

Test credit will be articulated by test to the “Test” module in PeopleSoft and be combined into one total credit number, under a Test Credit header on the transcript. (e.g., AP + CLEP + IB would be listed as one value)



Other credit

Other Credit (e.g., life experience, military) will be entered in uAchieve for articulation. It will go to the Other credit module in PeopleSoft, and display in detail on the transcript under the Other Credit header.



Next steps

- Come business agreement on design for transfer detail solution
- Document functional design for transfer details and “types of credit”
- Complete Stellic pilot
- Remove non-student records from uAchieve per U data retention policy (delayed)



TADA Project Status Dashboard

September 2019

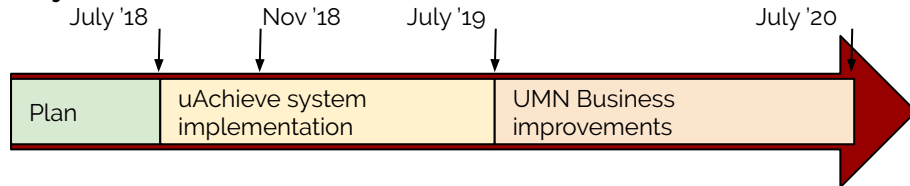
Current Activity:

- Conversion of pre-major ACAD_PLAN code on UMD campus
- Progress to Degree encoding on UMM and UMD campuses
- Implementation of best practices across campuses
- Audit data retention feasibility and implementation
- Developing additional best practices for transfer articulation
- Gathering requirements for putting transfer detail into PeopleSoft
- Analysis of repeat checking and "types of credit" alignment
- Gathering requirements for Graduation Planner RFP
- Resolving outstanding issues from Phase 1
- Phase 2 technical work planning

Upcoming Activity:

- Remove non-student records from uAchieve per U data retention policy
- Update AP test score import process
- Prototype options for putting transfer detail into PeopleSoft
- Transfer student and data process improvement

Project Timeline



Scope

Budget

Schedule

Completed Milestones:

- PTD error checking for all campuses available 6-30-19
- Phase 1 product launch: 7-1-19
- UMD pre-major/second-major plan codes due 7-15-19
- Implementation plan for best practices established (delayed) 8-1-19
- Legacy transfer data clean up and conversion in uAchieve 8-4-19
- Knowledge transfer with College Source (vendor) 8-6-19

Upcoming Milestones:

- Completion of UMD pre-major plan code and data conversion 10-15-19
- Non-student records removed from uAchieve per data retention policy 10-20-19
- Functional design & documentation for transfer detail solution 11-15-19
- Transfer detail Tech design and development complete 2-1-19
- Transfer detail testing complete 4-1-19

Risks:

- Campus differences in policy and practice raise challenging issues.
- Transfer detail data is very complex in Multi-I context.
- Markered Second Major requires ACAD_PLAN code changes.
- Out of scope transcript changes may be desired in Phase 2
- Technical environment changes may impact project.
- Team and leadership departures.

Budget:

~\$5,000,000 spread over 2 years
July 1, 2018—June 30, 2020

Project documentation:

[Charter](#) · [Website](#)



Thank you!

For project charter, status reports, and more:

z.umn.edu/tada

Questions, comments, feedback:

tada@umn.edu



Directed research

- Project purpose
- Working group
- Launch timeline

Related resources:

- [Directed Research Contract](#)
- [Directed Research Workflow Guide](#)
- [Office of Undergraduate Research](#)
- [Curricular Toolkit](#)

[Launch demo >>](#)

Credit Transfer Between Campuses

Board of Regents | Mission Fulfillment Committee

October 10, 2019

Robert McMaster

Vice Provost and Dean of
Undergraduate Education, Twin Cities

Sue Van Voorhis

Associate Vice Provost for Academic
Support Resources, Twin Cities



Definitions

“New Advanced Standing” (NAS)

Students who are new to the University of Minnesota System, but previously attended another higher education institution

“Intra-Campus Transfers” (ICT)

Students who enroll in a new college on the University of Minnesota campus they are currently attending (also sometimes called “inter-collegiate transfers”)

“Intra-University Transfers” (IUT)

Students who are new to a particular campus, but previously attended another University of Minnesota System campus (also sometimes called “inter-campus transfers”)

Multi-Institution Enrollment

Students in good standing at one University of Minnesota campus (home campus) and choose to take courses at another U of M campus (host campus).

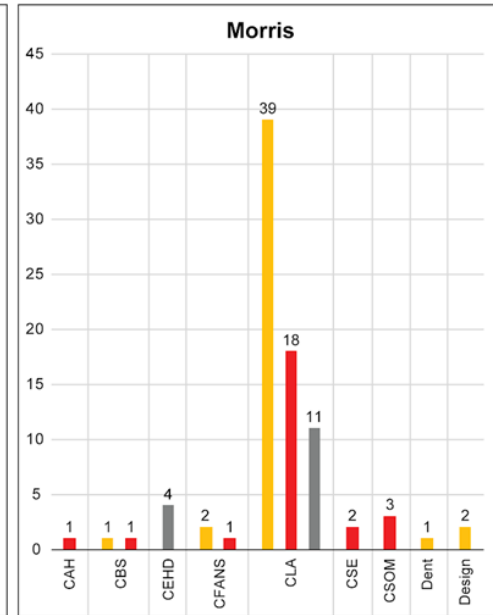
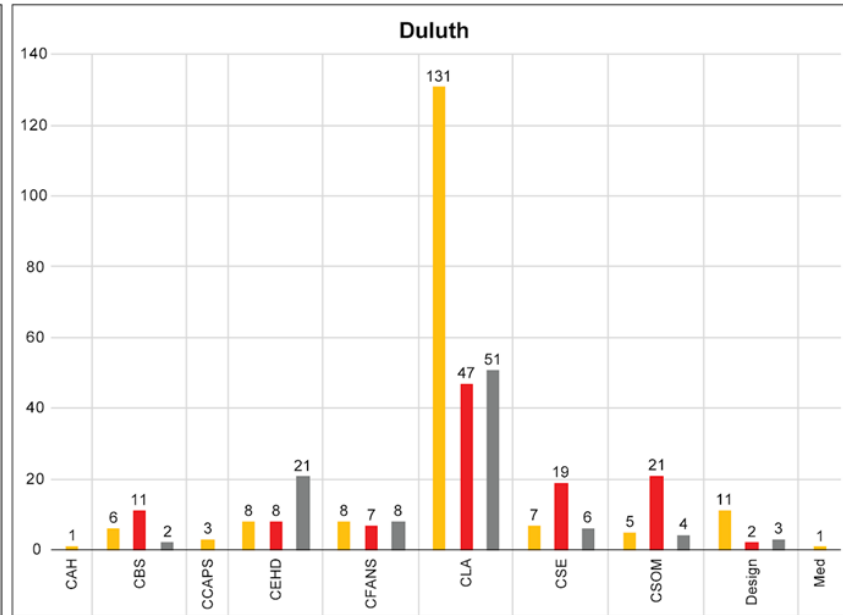
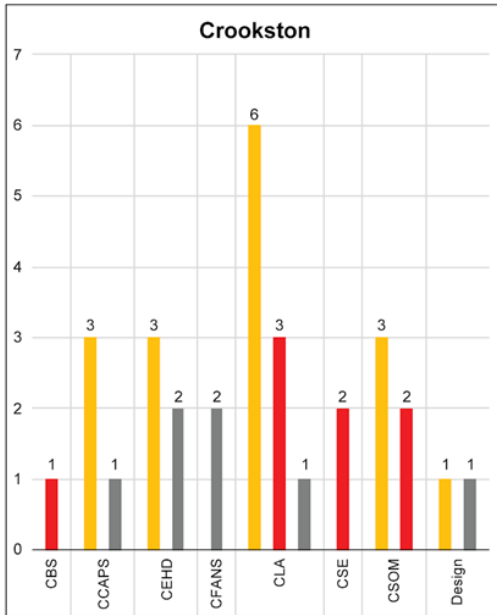
IUT by Previous Campus: Fall 2018 and Spring 2019

Previous Campus	Crookston	Duluth	Morris	Rochester	Twin Cities	Total
Crookston	0	3	0	0	18	21
Duluth	14	0	0	0	213	227
Morris	4	2	0	0	56	62
Rochester	2	0	0	0	25	27
Twin Cities	27	32	0	0	0	59
Total	47	37	0	0	312	396

Note: Students who change campuses more than once during a year are only counted once



Fall 18 & Spring 19 IUT Data by Twin Cities College



■ Admit
 ■ Deny
 ■ No Decision

Note: 1446 IUT admits over the last 5 years, only 27 of them were Multi-I (visiting TC) prior to an IUT.

Multi-Institution Enrollment Students Fall 2018, Spring 2019, and Summer 2019

Home Campus	Crookston	Duluth	Morris	Rochester	Twin Cities	Total
Crookston	0	1	0	0	20	21
Duluth	74	0	1	0	72	147
Morris	8	12	0	0	66	86
Rochester	41	0	0	0	0	41
Twin Cities	4	9	3	0	0	16
Total	127	22	4	0	158	311

Note: Students who change campuses more than once during a year are only counted once



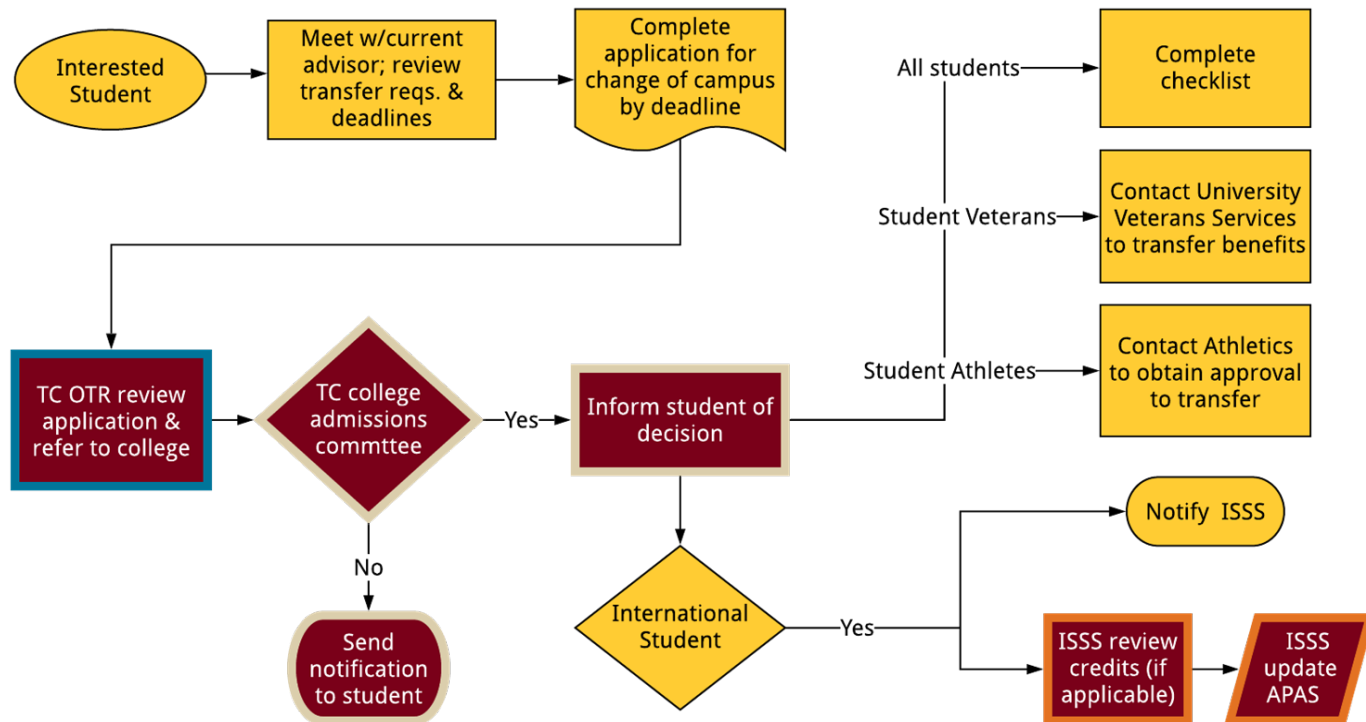
Profile of the U Fall Semester 2019 Entering IUT Class

Measure	Number	Percent
Total new intra-university transfer students (IUT)	209	100.0%
Female students	113	54.1%
Male students	96	45.9%
Students of color	49	23.4%
Minnesota residents	156	74.6%
Wisconsin/North Dakota/South Dakota	10	4.8%
Other U.S. states	3	1.4%
International (Location)	40	19.1%
Freshman Standing (less than 30 credits)	18	8.6%
Sophomore Standing (30 to 60 credits)	95	45.5%
Junior Standing (60 to 90 credits)	68	32.5%
Senior Standing (more than 90 credits)	28	13.4%

IUT Admission Process

Definition of IUT

An IUT student is one new to a particular campus, but who previously attended another University of Minnesota campus.



Ease of Admission

- Specific application for U of M students
- No application or confirmation fees*
- No need to send University of Minnesota transcript

**The University of Minnesota Morris requires a \$175 confirmation fee for IUT students.*

DIRECTIONS—Use this application to request a change from your current University of Minnesota campus to a different undergraduate program and campus at the University. Refer to the instruction sheet on the first page of this pdf document.

office use only application # _____ initial _____ date _____

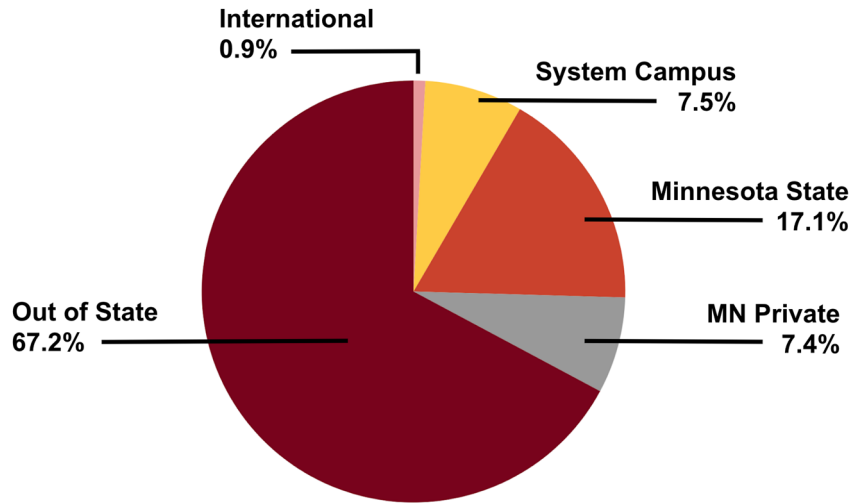
To ensure privacy online, open in Adobe Reader (free at Adobe.com). Please add the required signature(s) in blue or black ink.

PART A. Student information									
Name Last		First		Middle					
ID number	Birthdate (mm/dd/yyyy)		Email address		Fax number				
Current mailing address (include apartment number)			City	State	Zip code	Phone number ()			
Permanent mailing address (if different from above)			City	State	Zip code	Phone number ()			
State of legal residency	How long have you lived in that state?		Are you an international student?		<input type="checkbox"/> yes <input type="checkbox"/> no				
			If yes, what is your visa type?		<input type="checkbox"/> F-1 <input type="checkbox"/> F-2 <input type="checkbox"/> J-1 <input type="checkbox"/> Other: _____				
PART B. Transfer information									
Transfer from (U of M campus)	Transfer from (U of M college)		Current major		Term and year you last attended this college				
					<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer 20__				
Transfer to (U of M campus)	Transfer to (U of M college)		Major(s) desired		Term/year you want to begin (check only one)				
					<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer 20__				
Have you attended any post-secondary institutions other than the University of Minnesota (any campus)? <input type="checkbox"/> yes <input type="checkbox"/> no									
If yes, list the institution's name, location, and dates attended below. You may need to provide official transcripts (see instructions).									
Institution			Location		Dates attended				
					_____ to _____				
					_____ to _____				
List the classes you have in progress. Exclude University of Minnesota classes. When completed, forward official transcripts to the University of Minnesota.									
Term/year	Department	Course number	Course title	Credits	Term/year	Department	Course number	Course title	Credits
PART C. Certification									
Student signature								Date	
office use only									
decision <input type="checkbox"/> accepted <input type="checkbox"/> not accepted			conditions		by		date		notes
Academic program:				Academic plan:			Subplan:		
application received:		application referred:		application decision:		application matriculated:			
date: _____		date: _____		date: _____		date: _____			
initials: _____		initials: _____		initials: _____		initials: _____			
term activation:		discontinue:		letter sent:					
date: _____		date: _____		date: _____					
initials: _____		initials: _____		initials: _____					

To request copies of this form in an alternative format, please call Disability Resource Center liaison at 612-625-6166. The University of Minnesota is an equal opportunity employer and educator. This form is printed on paper made from no less than 20 percent post-consumer waste.

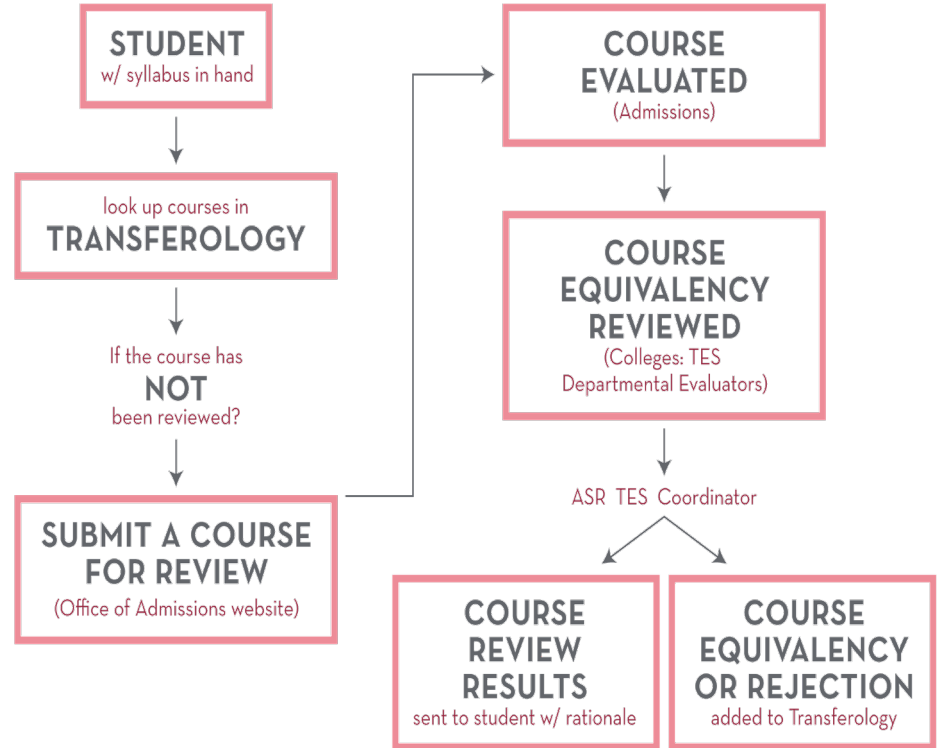


Transfer Evaluation System (TES)



Since 2018:

- 330 courses reviewed thus far from the other campuses (7.5% of total course reviews)
- 83% UMN courses granted direct equivalency

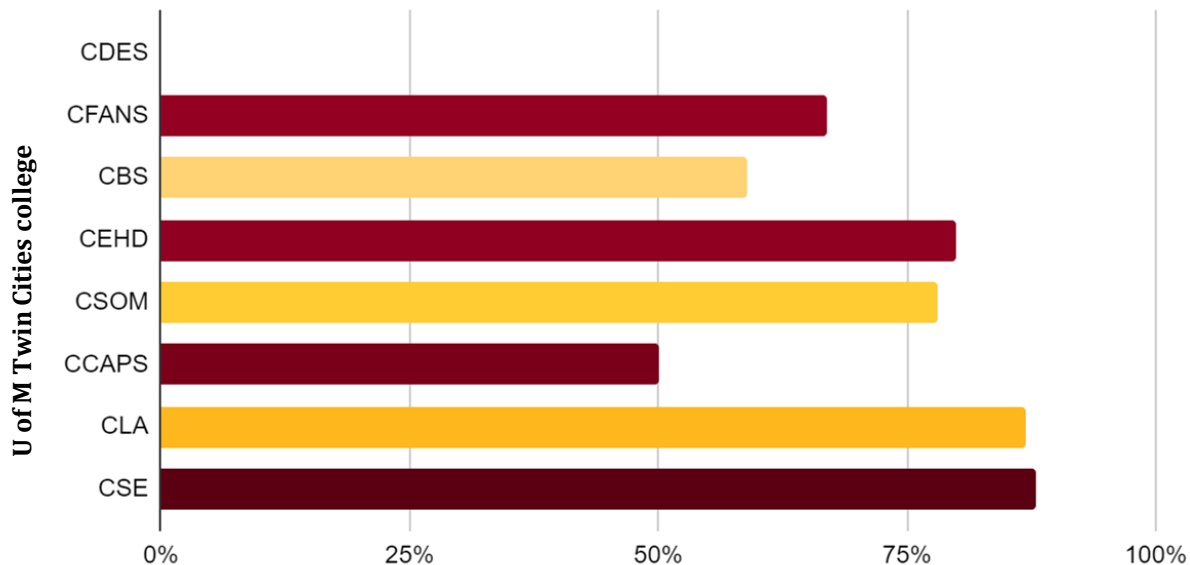


Transfer Equivalency

Sending Campus	Course	UMTC Direct Equivalency	UMTC Transfer	Explanation
Crookston	ANSC 1004 Introduction to Animal Science	Yes	ANSC 1101 Introductory Animal Science	
Duluth	POL 3131 Judicial Politics and Policy Making	Yes	POL 3309 Justice in America	
Duluth	BIOL 1001 Biology and Society	No	BIOL 1xxx	Biology content differs in focus from UMTC's BIOL 1009. Transfers as biology elective.
Morris	HIST 2551 Modern Japan	No	HIST 2xxx	No equivalent UMTC HIST course, counts as history elective.

All credit earned at a University of Minnesota campus counts toward the 120 required credits.

Percent of Reviewed University of Minnesota System Courses Granted Direct U of M Twin Cities Equivalency



Courses not evaluated as a direct equivalency may still fulfill major requirements.

College	Courses reviewed	Direct equivalency
CDES	0	0
CFANS	9	6
CBS	17	10
CEHD	5	4
CSOM	26	20
CCAPS	8	4
CLA	225	196
CSE	41	36
Total	331	276 (83%)

Transferology Between our Campuses



+ Courses (1) % Matches (43) ★ Favorites (0) 📁 Programs (0)

→ Will My Courses Transfer?

See how your courses will transfer to another school. Enter your coursework and search for matches.
Don't want to transfer? [Find a Replacement Course](#) that you can take elsewhere for credit at your current school.

My Courses

University of Minnesota-Crookston

MATH1271

Calculus I



100%
Match

University of Minnesota-Twin Cities ☆
Minneapolis, MN
4 year, Public - [View Full Profile](#)

Determine if a course transfers:

- Between University of Minnesota campuses
- From other Minnesota schools
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Anyone can use Transferology: 10,165 people to Transferology from our Admissions link since January 2018

This is a partnership with Minnesota State colleges and universities.



IUT Experience

- “What-if” APAS
 - Students can run a program for any campus
 - Shows how their courses meet degree requirements
- Meet with current campus academic advisor
- Review admission requirements
- Complete the Change of Campus application

MAJOR COURSES

1) INTRODUCTION TO THERMODYNAMICS, KINETICS, AND STATISTICAL MECHANICS

Term	Course	Credit	Grade	Title
F 19	3CHEM4641	3.0	AF IP	Physical Chemistry I

2) INTRODUCTION TO QUANTUM MECHANICS AND SPECTROSCOPY

Needs: 1 course

Select from: [1CHEM4502](#)

3) INORGANIC CHEMISTRY

Select from: [1CHEM4701](#)

4) INTRODUCTORY ANALYTICAL CHEMISTRY LECTURE

Term	Course	Credit	Grade	Title
SI19	1CHEM2101	3.0	B	Intro Analytical Chemistry

5) INTRODUCTORY ANALYTICAL CHEMISTRY LAB

Term	Course	Credit	Grade	Title
SI19	1CHEM2111	2.0	B	Intro Anal Chem Lab

6) ORGANIC CHEMISTRY II LECTURE

Term	Course	Credit	Grade	Title
F 17	3CHEM2542	3.0	C-	Organic Chemistry II

7) ORGANIC CHEMISTRY II LAB

Term	Course	Credit	Grade	Title
F 16	3CHEM2543	1.0	B	Organic Chemistry I Lab
F 17	3CHEM2544	1.0	A	Organic Chemistry II Lab

IUT Experience

Before leaving previous campus	Before arriving on new campus
<ul style="list-style-type: none">● Cancel current classes● Return books, materials, equipment to current campus● Complete financial aid exiting counseling● Cancel Housing contract or contact landlord● Request to transfer U of M account/ID● Send copies of transcripts and test scores from any non-University campus to Admissions	<ul style="list-style-type: none">● Get new U card● Update contact information● Contact One Stop Student Services about financial aid eligibility● Contact Boynton Health to determine health coverage● Contact Orientation & Transfer Experiences and the Center for Academic Planning and Exploration



Challenges for IUT Students

- Transfer credit evaluation (streamlined since 2018)
- NRNR students transferring to the U of M Twin Cities may not be aware of the difference in tuition rates
- Students who apply late may not be able to find housing and then choose to return to a previous campus
- Financial Aid is recalculated due to different Costs of Attendance (COA). Each campus has its own Federal ID
- External transfer credits, AP, IB, and CLEP are re-evaluated
- Requesting transfer of U of M internet ID account

Next Steps

- Continue to grow the number of University of Minnesota System campus courses evaluated for U of M Twin Cities equivalency.
- Increase accessibility of information about tuition and financial aid across the University of Minnesota System.
- Enhance communication to students consider a transfer to ensure they fully understand the impact of transferring.





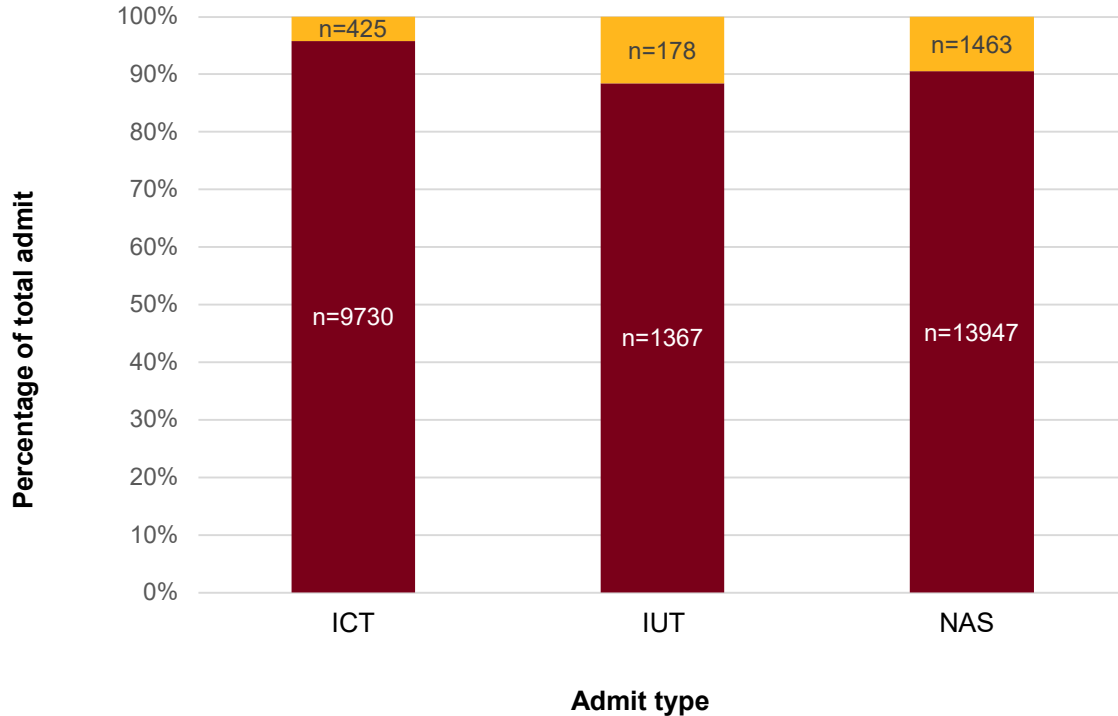
IUT by Previous Campus: Fall 2010 and Spring 2011

Previous Campus	Crookston	Duluth	Morris	Rochester	Twin Cities	Total
Crookston	0	2	2	0	33	37
Duluth	7	0	4	0	235	246
Morris	2	7	0	0	30	39
Rochester	0	0	0	0	0	0
Twin Cities	22	40	6	0	0	68
Total	31	49	12	0	298	390

Note: Students who change campuses more than once during a year are only counted once





Academic Probation Status by Admit Type to U of M Twin Cities



ICT: **4.19%** on probation

IUT: **11.52%** on probation

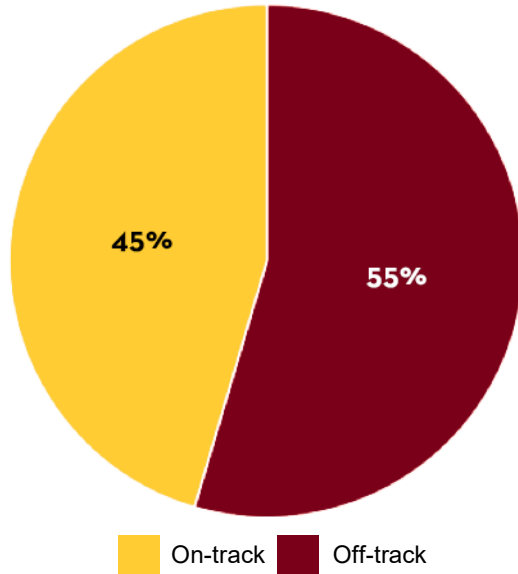
NAS: **9.49%** on probation

 On academic probation
 Good academic standing

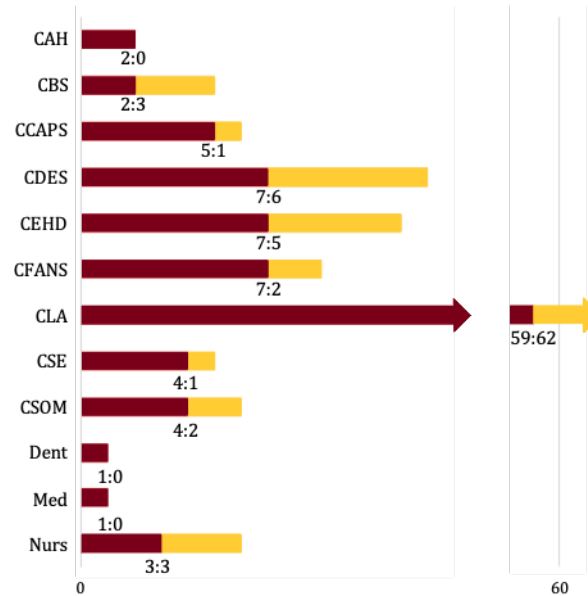
Data from the first term after a student was admitted during fall 2014 through spring 2019

U of M Twin Cities IUT Student Degree Progress

Total Off-track & On-track UIT



Off-track & On-track UIT by College



Active, U of M Twin Cities students admitted via IUT during 18-19 who entered the University of Minnesota System as NHS students. On Track or Off Track is based on degree progress relative to the 4 year benchmark.

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My Courses

St. Cloud State University

MATH221

Calculus I



100% Match	University of Minnesota Duluth ☆ Duluth, MN 4 year, Public - View Full Profile
100% Match	University of Minnesota -Morris ☆ Morris, MN 4 year, Public - View Full Profile
100% Match	University of Minnesota -Rochester ☆ Rochester, MN 4 year, Public - View Full Profile
100% Match	University of Minnesota -Twin Cities ☆ Minneapolis, MN 4 year, Public - View Full Profile
70% Match	University of Minnesota -Crookston ☆ Crookston, MN 4 year, Public - View Full Profile

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