AGENDA ITEM SUMMARY

NAME: Study Session   **DATE:** November 15, 2022

TITLE: Transfer: Myths, Facts, and Policies

☐ Proposed New Policy or   ☐ Approvals Required by   ☐ Other Approvals
Amendment to Existing Policy   Policy

☐ Monitoring/Compliance   ☒ Information

PRESENTERS
Satasha Green-Stephen, Senior Vice Chancellor for Academic and Student Affairs
Jesse Mason, Interim Associate Vice Chancellor for Academic Affairs
Scott Olson, President, Winona State University
Jenna Chernega, President, Inter Faculty Organization (IFO)
Matt Dempsey, Acting President, Minnesota State College Faculty (MSCF)

PURPOSE
The purpose of this study session is to provide an overview of transfer in Minnesota State.

BACKGROUND INFORMATION
Recent efforts have focused systemwide leadership attention on improving student transfer in Minnesota State. Moreover, as we emerge from the COVID-19 pandemic and work to address its impact on students and communities, we know that transfer will continue play a critical role in achieving our Equity 2030 goals and in advancing our priorities on strategic enrollment management and the Minnesota State Guided Learning Pathways framework.

Initiatives led by academic and student affairs provide a path forward to continued improvements in transfer. From 2018-2021, Minnesota State was part of a national project with the Aspen Institute College Excellence Program, HCM Strategists, and Sova, to strengthen social mobility by improving transfer outcomes for baccalaureate-seeking students who begin at community colleges. Along with systems from Texas and Virginia, Minnesota State partnered with institutional leaders, policymakers, and practitioners to identify strategies to improve policy and practice and transfer student success. The comprehensive effort incorporated policy, practice, research, and strategic communications to foster the conditions for scaled and measurable improvements for baccalaureate-seeking transfer students, including the large number of Pell-eligible students and students of color and Indigenous students who begin their education at community colleges.