

# 2016-2021 UNDERGRADUATE ENROLLMENT PLAN

UNIVERSITY OF MINNESOTA  
Driven to Discover<sup>SM</sup>

**1) Plan for modest undergraduate growth over the next five-year period.** Given current collegiate enrollment targets on the Twin Cities campus, total undergraduate enrollment should increase to approximately 33,000 students (from the current 30,500 students enrolled in Fall 2015).

**2) Admit for success.** Given the strong relationship between academic performance and student success, the University should continue to admit to its campuses, colleges, and degree 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 continue to conduct a holistic review of prospective students' records, considering both primary factors (academic characteristics such as ACT, coursework, and GPA) and secondary factors (personal characteristics such as leadership, Veterans status, and extracurricular activities). Programs, colleges, and campuses must maintain appropriate levels of selectivity to ensure students' preparation for success at the University. The UMTC campus should attempt to maintain an average ACT of 28 in the entering class (established in the BOR Progress Card).

**3) Maintain affordability and access for Minnesota students.** The University's undergraduate degree programs must remain affordable and accessible to a broad cross-section of students from Minnesota. By **affordability**, we refer to stabilizing or reducing the average inflation-adjusted indebtedness at graduation. By **access**, we emphasize the point that, as a land-grant university, the University is committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota. The UMTC campus should continue to enroll approximately 65% Minnesota residents in the freshman class and approximately 68% in the transfer class. **However, the University needs to be mindful of the total number, not only the percentage, of Minnesota students who are enrolled (e.g., the percentage could**

**decrease while the total number of Minnesota students might increase).** The UMTC should continue to attract students from all parts of the state, and be attentive to enrolling students from Greater Minnesota.

Minnesota residents have access to five University of Minnesota campuses. In discussions around the UMTC enrollment of Minnesota students, it is important to note that many Minnesotans enroll on the system campuses as well; in fall 2015, 30,860 (71%) of the 43,457 undergraduates enrolled system-wide were Minnesota residents.

**4) Provide a high-quality education and student experience.** The University must adjust enrollment levels within the capacities of its financial, intellectual, and physical resources (curriculum, advising, housing, classrooms), with the goal of providing a very high-quality undergraduate educational experience. Curricular planning and scheduling, as well as student support services, and the resources of the physical campuses, must be closely coordinated with enrollment management.

Some of our goals over the next five years include the following:

- a. **Housing:** Accommodating 90% of freshmen, 25% of sophomores continuing in housing, and 10% of new Fall Transfers in University housing (would require approximately 6,800 beds for undergraduates in 2020-2021).
- b. **Advising:** Based on the recently-completed Academic Advising Report, moving the University closer to the recommended 250 students per advisor ratio.
- c. **Classrooms:** Migrating additional classrooms to the Active Learning format, in response to increasing demand from faculty and instructors.

- d. **Chemistry:** Increasing the capacity for basic and advanced chemistry seats, which represent a major bottleneck for enrollment growth and degree completion.
- e. **Academic Support:** Enhancing specialized student support units, including the Center for Planning and Exploration (CAPE), which assists “undecided” students in finding a major, and the SMART Learning Commons, which provides tutoring for the most difficult classes.
- f. **Co-Curricular:** Expanding the capacity for co-curricular opportunities, including undergraduate research (UROP and other programs), internships, study abroad, and service learning. A specific goal is to increase the number of Undergraduate Research Opportunity Program (UROP) grants awarded annually from 700 to 1,000.

Providing an exceptional educational experience and improving student success for all undergraduates (as measured by improved timely graduation rates) will require continued investments. The likely source for such investments would be undergraduate tuition and housing fees.

### 5) Maintain commitment to transfer students.

Educating transfer students is an important and integral part of the University’s mission. Currently, the UMTC campus enrolls a much higher percentage of transfer students than our peers, providing hundreds of students an opportunity to complete a UMTC degree after having started at another institution. This higher education path is particularly important for students completing two-year degrees at the MNSCU institutions. The UMTC campus should enroll a balance of new high school students and transfer students who can benefit from completing a degree program at the University of Minnesota. **Facilitating transfer among the University of Minnesota campuses, as well as from MNSCU institutions, is an important part of serving Minnesota students.** The U of M should continue to enroll at least 33% of its students as transfers and to monitor specific pipelines where students have had the most success at the University. The University should work with the MNSCU system (which currently provides between 40-45% of transfers) to make certain transfer between the systems is as simple and straightforward as possible.

The UMTC will:

- 5a. Increase campus-wide collaboration of transfer student admission, recruitment, and enrollment efforts.
- 5b. Enhance efforts to ensure students a seamless transition to the University through central orientation and welcome programs, communication, and connections with transfer student peers.
- 5c. Increase transfer student engagement in high-impact experiences such as research, internships, service-learning, and study abroad.
- 5d. Streamline and enhance transparency of transfer credit processing to promote transfer student degree progress.
- 5e. Continue to monitor the APLU’s newly developed Student Achievement Measure (SAM), which is an “unofficial” graduation rate that accounts for students who leave, and complete a four-year degree elsewhere. The UMTC four-year SAM graduation rate is 3-4 percentage points higher than the official IPEDS rate (IPEDS counts only students who start and complete at the same institution).

### 6) Value ethnic, social, economic, and geographic diversity.

The educational experiences of all students are significantly enhanced by interactions with students from different backgrounds, other states, and other countries. The University should maintain a national and global presence, as part of attracting a broad range of undergraduate students and serving as a talent magnet for the state. As the diversity of the state of Minnesota increases, the University must continue to attract, retain, and graduate students from multicultural backgrounds. The University should be attentive to the diversity in Minnesota high schools in its admissions’ process. The enrollment plan should continue to build pipelines from other states where students will be attracted to the University of Minnesota and continue to geographically diversify our international student body.

**7) Support timely graduation.** The University should allocate resources to help ensure that the students admitted to its campuses, colleges, and degree programs are adequately supported to be able to complete the degree programs and graduate in a timely way. Strategies for financial aid must be closely linked to strategies for enrollment management. The UMTC four-year graduation rate for New High School (NHS) students should reach/exceed 65%, the six-year

graduation rate should reach/exceed 82%, the three-year transfer graduation rate should reach/exceed 65%, and the four-year graduation rate for Pell-recipient students should reach/exceed 54% (established in the BOR Progress Card).

**8) Adjust enrollment levels and set tuition rates to provide revenues.** The University should establish and adjust enrollment levels and set tuition rates to provide adequate revenue to support high-quality educational programs within the overall mission of each campus and its colleges. Each year the University should carefully consider both resident and non-resident rates based on maintenance and enhancement of quality academic programs, market forces, peer comparisons, available financial aid resources, and adequacy of state support.

8a. **Non-resident non-reciprocity tuition (NRNR).** Over the next five years, the University will attempt to raise non-resident tuition rates (NRNR) to the mid-point of the Big 10. The increases will be incremental, with an evaluation of impact on national and international applications and enrollments each year. As part of this plan, the University will evaluate the role of “tuition discounting” and other strategies to ensure the U of M remains accessible to non-resident students. The University greatly values the geographical diversity that our national and international students bring to campus and wants to continue to maintain and enhance this.

8b. **Resident tuition.** The University will keep resident tuition rate increases to a minimum.

**9) Continue to enhance need-based and merit-based financial aid programs.** The University maintains a variety of financial aid programs, which can be categorized roughly into need-based (including middle-income support) and merit-based financial aid. To ensure fiscal access for Minnesota students, and to attract the very best students, the University should continue to provide both need-based (including middle-income) and merit-based financial aid. The general allocation of financial aid resources should be biased towards need-based financial aid, but strong support for merit-based scholarships is also needed to attract the best and brightest students, who often have multiple competing offers. The general allocation of financial aid resources should be 2/3 toward need-based aid and 1/3 towards merit-based aid. A major priority should be increasing institutional aid for all categories.

Some of the additional goals for financial aid policy/practice include:

- 9a. As a public institution, the University supports access for all qualified students, and its review of applicants for undergraduate admissions is need-blind. A student’s ability to pay is not a factor in determining admissibility.
- 9b. In support of retention and timely graduation, multi-year financial aid packages (four years for freshmen, two years for transfer students) will be offered whenever possible. Financial aid will be targeted to degree-seeking students, and continuation of aid for a student will depend upon the student making satisfactory and timely academic progress toward a degree.
- 9c. Financial aid packages will be tailored to each student’s circumstances and may include a variety of forms of need-based and/or merit-based aid from numerous funding sources including, but not limited to, University funds, federal and state aid programs, external scholarships, and donor-directed funds.
- 9d. The University of Minnesota financial aid package for an individual student will not exceed the federal cost of attendance for any given year.
- 9e. The University should strive to grow institutional gift aid to \$275 million (established in the BOR Progress Card).

**10) Be attentive to state, national, and global workforce needs.** As a state land-grant university, the University’s enrollment planning must be attentive to the workforce needs of the future for the state, the nation, and the world. Over the next five years, the University should increase the number of STEM graduates (including fields outside of the traditional STEM areas), be attentive to fields important to the State of Minnesota’s future (e.g., food science, health disciplines, environmental science, climate change), and be responsive to emerging fields and new technologies (e.g., data science). For the current year, the UMTC expects to graduate 3,300 STEM majors. Given recent trends in STEM enrollments, a reasonable goal is to graduate 3,600 STEM majors in 2020-2021.