



# **UNDERGRADUATE ENROLLMENT PLAN**

for the

**University of Minnesota - Twin Cities**

**(2018-2023)**

**OFFICE OF UNDERGRADUATE EDUCATION**

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**University of Minnesota-Twin Cities**  
**2018-2023 Undergraduate Enrollment Plan**  
**Office of Undergraduate Education**  
**Summer 2018**

The University of Minnesota has a long and distinguished history of providing a world-class undergraduate education. The mission statement for the UMTC's Office of Undergraduate Education is clear: Provide a distinctive, transformative educational experience of the highest quality in an urban environment within a research university that cares deeply about the quality of teaching and learning to prepare students for challenging and productive careers, positions of leadership in our society, graduate or professional education, and lifelong learning.

Undergraduates studying at the University have many advantages over our peer institutions, including access to the resources of a dynamic urban environment for internships and employment, 150 majors and 135 minors to choose from, the possibility of coursework in professional schools and colleges (public health, law, pharmacy), and use of cutting-edge academic facilities. The U of M attracts the very best students from the state of Minnesota while continuing to increase the number of Minnesota admissions. At the same time, the U of M continues to enhance its national and international reputation.

The Twin Cities enrollment plan approved by the Board of Regents in March 2016 identified 10 priority areas that the campus will focus on over a five-year period. This document updates the 2016 plan with new data, initiatives, and strategies. The priorities are as follows:

- 1. Plan for modest undergraduate growth over the next five-year period**
- 2. Admit for success**
- 3. Maintain affordability and access for Minnesota students**
- 4. Provide high quality education and student experiences**
- 5. Maintain commitment to transfer students**
- 6. Value ethnic, social, economic, and geographic diversity**
- 7. Support timely graduation**
- 8. Adjust enrollment levels and set tuition rates to provide revenues**
- 9. Continue to enhance need-based and merit-based financial aid programs**
- 10. Be attentive to state, national, and global workforce needs**

The work in this plan is guided by the Strategic Enrollment Management Committee which meets regularly to determine the priorities and action strategies for the enrollment plan while guiding committees. These standing committees include: College Retention Committee (2018), Curriculum Committee (2015), Data Committee (2013), and the Multicultural Student Success Committee (2018).

## **Committee Membership**

### Chair

Beth Lingren Clark, Associate Vice Provost for Strategic Enrollment Initiatives

### Committee Members

Sean Garrick, Assistant Vice Provost of Equity and Diversity

Barbara Kapplar, Assistant Dean, International Student & Scholar Services

Na'im Madyun, Associate Dean, College of Education and Human Development

Robert McMaster, Vice Provost and Dean of Undergraduate Education

Laurie McLaughlin, Director Housing and Residential Life

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Maggie Towle, Vice Provost for Student Affairs

Susan Van Voorhis, Associate Vice Provost, Academic Support Resources

## 1. Plan for modest undergraduate growth over the next five-year period.

### Twin Cities Campus Enrollment Management Process

Each year, the Office of Undergraduate Education and the Office of Admissions conduct individual meetings with the college Deans and Associate Deans to evaluate existing enrollment, retention, graduation, and constraints with courses. Through these conversations, current and future capacities are also determined, with collegiate targets set with a baseline (floor) and a capacity (ceiling). These targets are set three years out and are articulated in dashboard documents and shared with the appropriate campus stakeholders (i.e. Housing, Orientation & Transition Experiences).

Given current collegiate enrollment targets on the Twin Cities campus, total undergraduate enrollment should increase to approximately 33,000 students (from the 30,500 students enrolled in Fall 2015). Figure 1-1 depicts the swings in first-year undergraduate enrollment from the mid-1950s to the present. Maximum enrollment was reached during the Vietnam War years of the mid-1960s while the low point, based on a planned reduction, occurred in the early 1990s when first-year enrollment dipped to 3,262 students.

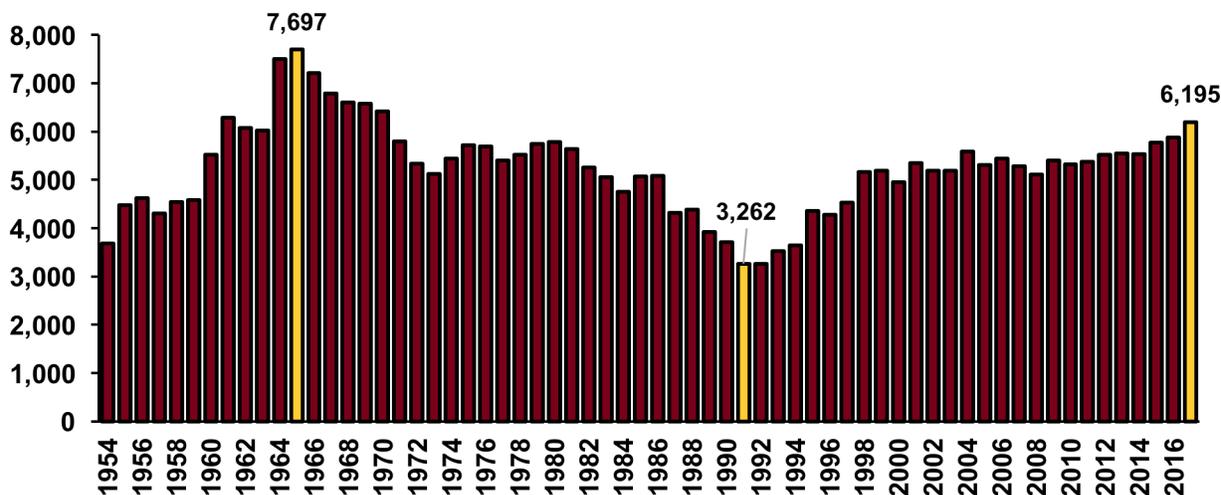


Figure 1-1. Twin Cities Freshman (NHS) Headcount Enrollment Trends 1954-2016

The goal of reaching between 32,000 and 33,000 students assumes that there is additional capacity in certain colleges. Table 1-1 depicts a possible growth model for New High School (NHS) students, New Advanced Standing (NAS) students, and Inter University Transfers (IUTs). For Fall 2017, the UMTC enrolled 6,195 freshmen—nearly 300 over the target of 5,900. Despite this over-yielding, the targets will remain at approximately 6,000 for the next few years with a slight increase to 6,100 in Fall 2021 to accommodate the planned growth. Transfer targets will remain between 2,250 and 2,275 for fall and between 870 and 880 for spring. The UMTC will continue to enroll a larger percentage of transfer students than our peers, as approximately 35 percent of the overall enrollment matriculates through the transfer route.

College	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	
<b><i>New Freshman (NHS) Potential Targets</i></b>									
Fall NHS	6,195	6,000	6,000	6,000	6,100	6,100	6,100	6,100	
<b><i>New Transfer (NAS/IUT) Potential Targets</i></b>									
Fall NAS	2,268	2,250	2,250	2,250	2,275	2,275	2,275	2,275	
Fall IUT	191	200	200	200	200	200	200	200	
Spring NAS	850	870	880	880	880	880	880	880	
<b><i>Total Undergraduate Headcount Enrollment</i></b>									
<b>Total UG</b>	<b>31,535</b>							<b>32,900</b>	

Table 1-1. UMTC Enrollment Growth Model for Academic Year 2017-18 through 2024-25

**Setting Goals for Twin Cities**

Each year, the UMTC looks closely at the metrics for the freshman class, based on administrative and Board of Regents goals (Table 1-2). In terms of the geographical distribution, the UMTC goal for the freshman class is 65 percent students from Minnesota, 15 percent reciprocity students, 14-15 percent non-resident (NRNR) students, and 5-6 percent international students. The percent students from Minnesota for transfer students is closer to 70 percent. Of course, these percentages will vary from year to year. In terms of non-resident/non-reciprocity students, our primary pipelines and enrollments (outside the reciprocity states) include Illinois and California, with new target regions of the New York metro area and the Dallas-Fort Worth area.

Measure	Number	Percent
Total new freshmen (NHS)	6,195	100.0%
Average ACT Score	28.4	
Average High School Rank	86.6	
Female students	3,349	54.1%
Male students	2,840	45.8%
Students of color	1,434	23.1%

Minnesota residents	3,872	62.5%
Wisconsin/North Dakota/South Dakota	962	15.5%
Other U.S. states	979	15.8%
International	382	6.2%

Table 1-2. Characteristics of the Fall 2017 Freshman(NHS) Class

### **Collegiate-Based Enrollment Plans**

Each of the seven freshman-admitting colleges have established their own targets in collaboration with the Office of the Provost. Targets are also set for the President’s Emerging Scholars program (PES) and the University Honors Program (UHP). These targets are re-adjusted each year based on both capacity in the college and University-wide considerations, such as housing and classroom capacity. The basic plan for each college is as follows:

#### Carlson School of Management (CSOM)

CSOM has continued to grow from its original target of 500 freshmen each year (based on the capacity of Hanson Hall) to over 627 in Fall 2017. Their official Fall 2018 NHS target range is 580 to 600, including 15 students in PES and 52 students in UHP. The CSOM transfer (NAS) target is 80. CSOM applications are consistently strong.

#### College of Biological Sciences (CBS)

CBS has also seen steady growth from a target of 500 to 590, with plans to grow to 700 in the next few years given the number and quality of the applications. Their official Fall 2018 NHS target range is 600 to 625, including 15 students in PES and 75 students in UHP. The CBS transfer (NAS) target is 65. Given the strong demand for high school students in STEM fields, CBS is a college targeted for growth.

#### College of Design (CDES)

CDES had a freshman enrollment of 274 in Fall 2017. Their official Fall 2018 NHS target range is 260 to 280, including 10 students in PES and 22 students in UHP. The CDES fall transfer (NAS) target range is 115 to 120 and spring target is 45 to 50. CDES is unlikely to significantly grow given constraints on studio space and resources. CDES is the only college that directly admits all students directly to the major.

#### College of Education and Human Development (CEHD)

CEHD had a freshman class of 484 in Fall 2017. Their official Fall 2018 NHS target range is 455 to 480. Two hundred of those students will be admitted in PES, including Trio and College English Transitions (CET) students and 20 students in UHP. The CEHD fall transfer (NAS) target is 135 and spring target is 50. CEHD enrolls a high percentage of students of color, first-generation, and Pell-eligible students. They have established one of the strongest first-year experience classes to enhance retention.

### College of Food, Agricultural, and Natural Resource Sciences (CFANS)

CFANS had a freshman class of 384 in Fall 2017 with plans for growth to 500 freshman each fall. Their official Fall 2018 NHS target range is 375 to 400 while 35 of those students will be in PES, including students admitted to Land Grant Legacy Scholars program and 32 students in UHP. The CFANS fall transfer (NAS) target is 150 and spring target is 85. Given the strong demand for high school students in STEM fields, CFANS is a college targeted for growth. CFANS has interest in increasing Greater Minnesota students.

### College of Liberal Arts (CLA)

CLA had a freshman class of 2,659 in Fall 2017. Their official Fall 2018 NHS target is 2,450, with 235 of those students being in PES and 245 in UHP. The CLA fall transfer (NAS) target 1,250 and spring target is 650. CLA enrolls many students (CLA alternate choice) who have identified CSE, CBS, and/or CSOM as their first-choice college, but due to space limitations, are not admitted to these colleges. Advisors assist these students in identifying CLA majors (including economics; biology, society, and the environment; and the BAs in chemistry, physics, computer science...) that are aligned with their primary academic interests.

### College of Science and Engineering (CSE)

CSE had a freshman class of 1,177 in Fall 2017, up from 800 students 10 years ago. Their official Fall 2018 NHS target is 1,150, with 20 of those students being in PES and 160 in UHP. The CSE fall transfer (NAS) target is 300. CSE has the most pressure from high-ability students with thousands of applications each year, and many non-resident applicants select CSE as their first choice. The average ACT for CSE freshmen is close to 32.

## **Big Ten and Peer-Group Enrollment Comparisons**

The University of Minnesota is often considered very large in terms of its undergraduate enrollment. In reality, UMTC enrollment is about average for a large flagship institution, with institutions such as Penn State, Ohio State, Indiana, Texas, and Florida being much larger. Our undergraduate enrollment is similar to University of Wisconsin-Madison, University of Michigan, University of Washington, and University of California Los Angeles (Figure 1-2). Figure 1-3 depicts freshman and transfer enrollment among the Big Ten. UMTC is on the lower end of the groups pertaining to size of our freshman class and on the higher end as it relates to the size of our transfer class. The UMTC graduate and professional enrollment is among the largest in the country, with nearly 18,000 students.

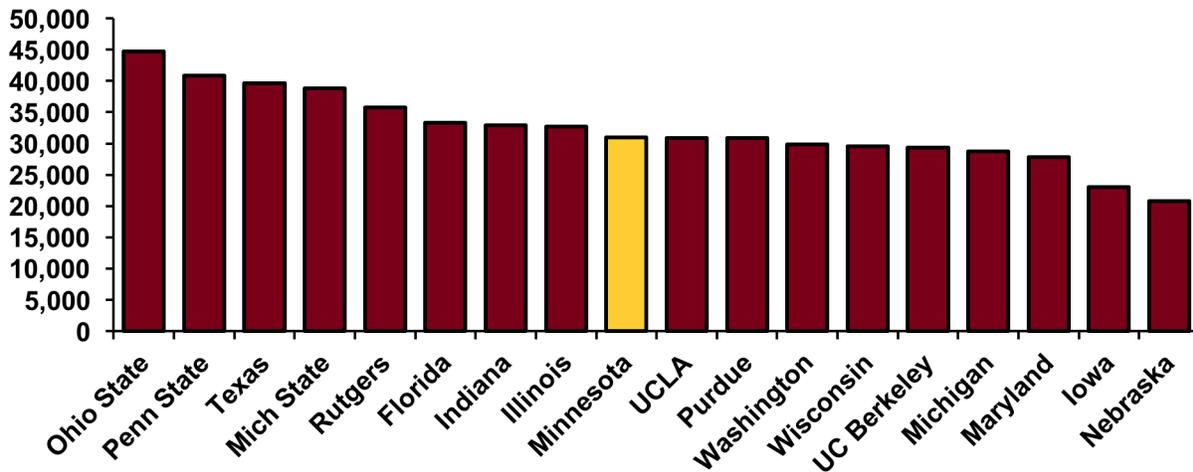


Figure 1-2. UMTC and Peer Degree-Seeking Undergraduate Enrollments

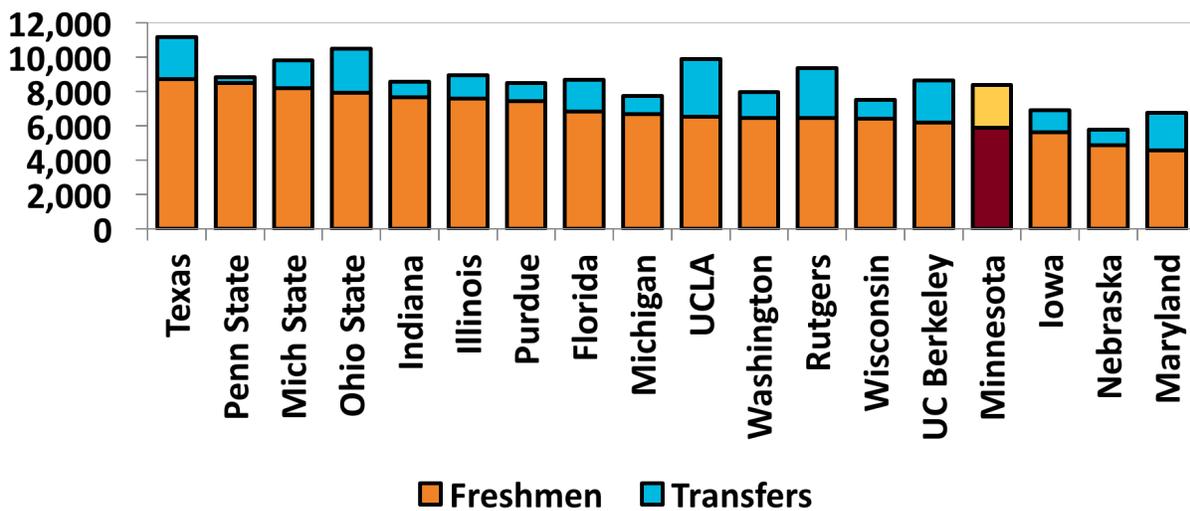


Figure 1-3. UMTC and Peer Freshman and Transfer Enrollments

### Where Our Admitted Students Enroll

We can observe where our students enroll if they are admitted and do not matriculate at the UMTC through the National Student Data Clearinghouse (Table 1-3). For students applying to the UMTC from the Twin Cities metropolitan area, the five top institutions include UW-Madison, St. Thomas, U of M Duluth, Iowa State, and St. Olaf (in numerical order). The rankings change with students applying from Greater Minnesota, where U of M Duluth is the top choice, followed by St. Thomas, UW-Madison, North Dakota State University, and Minnesota State-Mankato. Table 1-3 also depicts the rankings for reciprocity, Non-resident (NRNR), and International students. Such analyses help the Office of Admissions to determine our closest competitors, and to develop enhanced recruitment strategies.

Rank	Twin Cities	Greater MN	Reciprocity	Other US	International
1	UW Madison	UM Duluth	UW Madison	Illinois (UIUC)	Illinois (UIUC)
2	St Thomas	St Thomas	UW La Crosse	Iowa	UC Davis
3	UM Duluth	UW Madison	Marquette	UW Madison	UC San Diego
4	Iowa State	NDSU	UW Eau Claire	Iowa State	Penn State
5	St Olaf	MSU Mankato	UW Milwaukee	Ohio State	Ohio State
6	NDSU	North Dakota	NDSU	Indiana	Purdue
7	UW Eau Claire	Iowa State	St Thomas	Purdue	Washington
8	Gust Adolphus	St Cloud State	North Dakota	Michigan	UC S Barbara
9	St Benedict	SDSU	SDSU	Nebraska	Boston U
10	Hamline	UM Morris	South Dakota	Missouri	Rochester
%	41.9% of Total	46.5% of Total	62.8% of Total	31.8% of Total	49.5% of Total

Table 1-3. Where UMTC admitted (but non-enrolling) students enroll (2015-17 combined data).

### System-wide Enrollment Management

As the UMTC continues to plan for modest enrollment growth, it is necessary to be mindful of the impact on the U of M System Campuses. The System-Wide Enrollment Management Committee is currently looking at data to better understand the individual application pools, overlap with applications, and enrollment decisions among the campuses. Figure 1-4 depicts the percentage of Minnesota high school graduates who have enrolled as freshmen on each campus of the University of Minnesota system since 1991. Over time, the U of M System has enrolled a consistent percentage of Minnesota high school graduates as new freshmen, increasing slightly in recent years to 11.0% for the fall 2017 entering freshman class. Due to its size and attractiveness, UMTC is a significant competitor for every institution in the region, but analysis suggests that growth on the Twin Cities campus in recent years has not resulted in decreased enrollment for other campuses within the system.

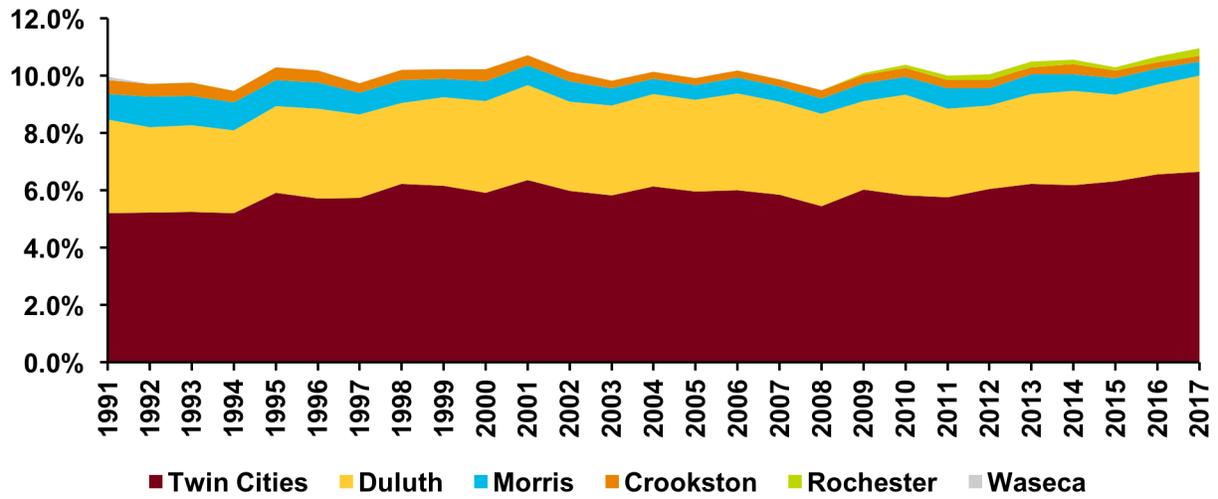


Figure 1-4. Percent of MN high school graduates enrolling on UMN campuses as freshmen, 1991-present



## 2. Admit for success.

Given the strong relationship between academic performance and student success, the University has continued to admit to its campuses, colleges, and degree programs students who will benefit from the curriculum and who have a strong probability of graduating in a timely manner. To accomplish this, Admissions will 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, veteran 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 will maintain an average ACT of 28 in the entering freshman classes (established in the University Progress Card - appendix).

The number of applications to the UMTC campus has grown significantly over the past decade, reaching a peak in 2016 at 49,128. Application numbers saw a slight downturn for the Fall 2017 class (Figure 2-1). As the number of applications has risen, the number of offers (admits) has grown because the applicant pool has become stronger, students have more options, and yield rates generally decline. The size of the freshman class has grown by nearly 1,000 students.

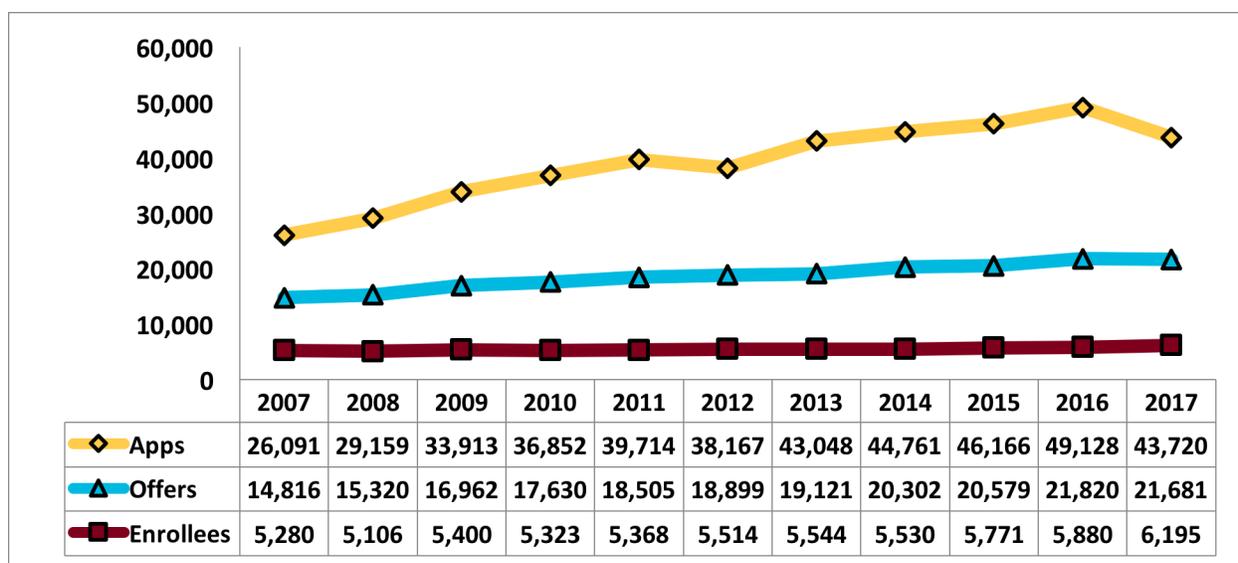


Figure 2-1. Twin Cities Campus Fall Semester New Freshman (NHS) Applicants, Offers, and Enrollees for 10 Years

### Holistic Review Process

Most selective institutions use a process of holistic review, meaning that the entirety of an application is considered in the review process. This review allows for each application to be reviewed in the context of their individual situation.

At the University of Minnesota, we believe that selecting students from a highly talented group of applicants requires an individual assessment of all application materials submitted for each student; every application is read in its entirety.

Admission decisions are based on a very careful, overall assessment of each student's academic preparation and performance, as well as the additional information provided in the application, based on the primary and secondary factors listed below. Note that no single factor is the deciding factor in the decision. Applicants are first considered for admission to the colleges listed in their application, in the order in which they are listed. Then, applicants are automatically considered for other U of M freshman-admitting colleges that may be a good fit with their academic interests and preparation.

### Primary Factors

Because academic preparation is key to student success in college, the strongest consideration in the decision is given to students' academic preparation, or primary review factors:

- Coursework through high school graduation. (Admitted students typically exceed the University's high school requirements. See course requirements found <https://admissions.tc.umn.edu/freshman/faq.html>.)
- Grades in academic coursework
- Class rank/Grade Point Average (Figure 2-2 and 2-3)
- ACT or SAT scores (Figure 2-4 and 2-5)

### Secondary Factors

Individual circumstances listed below are also considered as part of the overall assessment of each application. Enrolling a diverse student body—with students bringing differing experiences, talents, and perspectives to their scholarly community—is essential to achieving the development outcomes of a University of Minnesota education. Our university community is strengthened by our students representing different races, economic backgrounds, geographic origins, genders, religions, ethnicities, sexualities, talents, and beliefs.

Our holistic review takes into consideration the individual circumstances that make each individual student unique. We consider the following secondary factors in our decision review:

- Outstanding talent, achievement, or aptitude in a particular area
- An exceptionally rigorous academic curriculum (enrollment in honors, AP, IB, or college-level courses)
- Strong commitment to community service and leadership
- Military service
- Contribution to the cultural, gender, age, economic, racial, or geographic diversity of the student body
- Evidence of having overcome social, economic, or physical barriers to educational achievement
- First-generation college student
- Significant responsibility in a family, community, job, or activity
- Family employment or attendance at the University of Minnesota
- Personal or extenuating circumstances
- Information received in open-ended questions

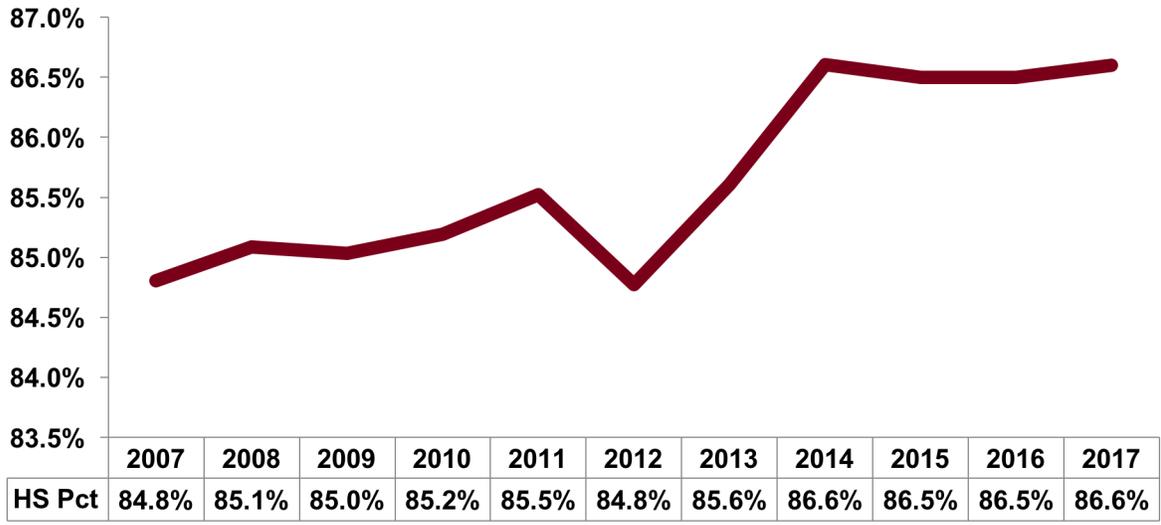


Figure 2-2. Freshman (NHS) Average High School Rank Percentage Twin Cities Over 10-Year Period

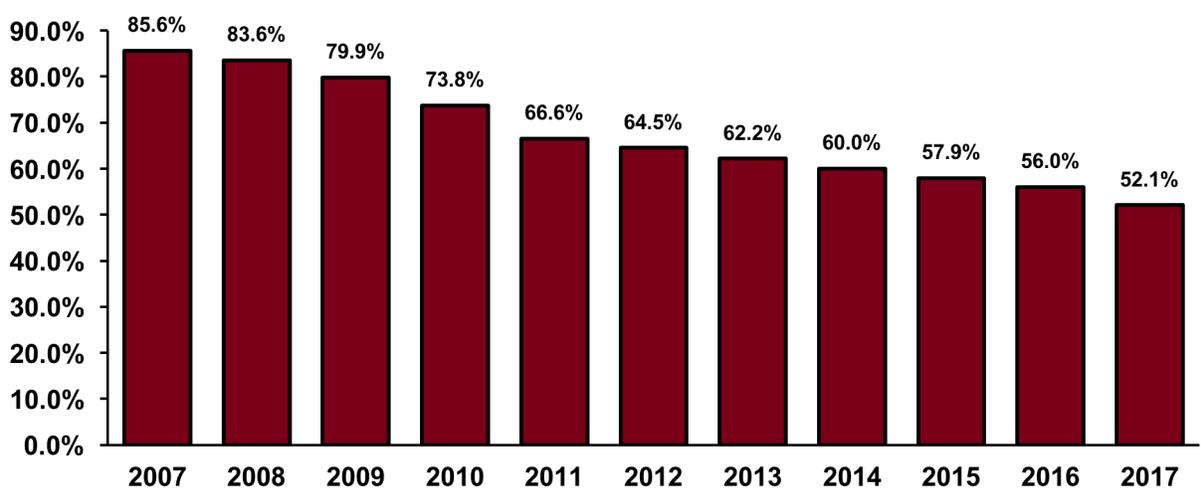


Figure 2-3. Percentage of Twin Cities Campus Freshmen (NHS) from High Schools Reporting Class Rank

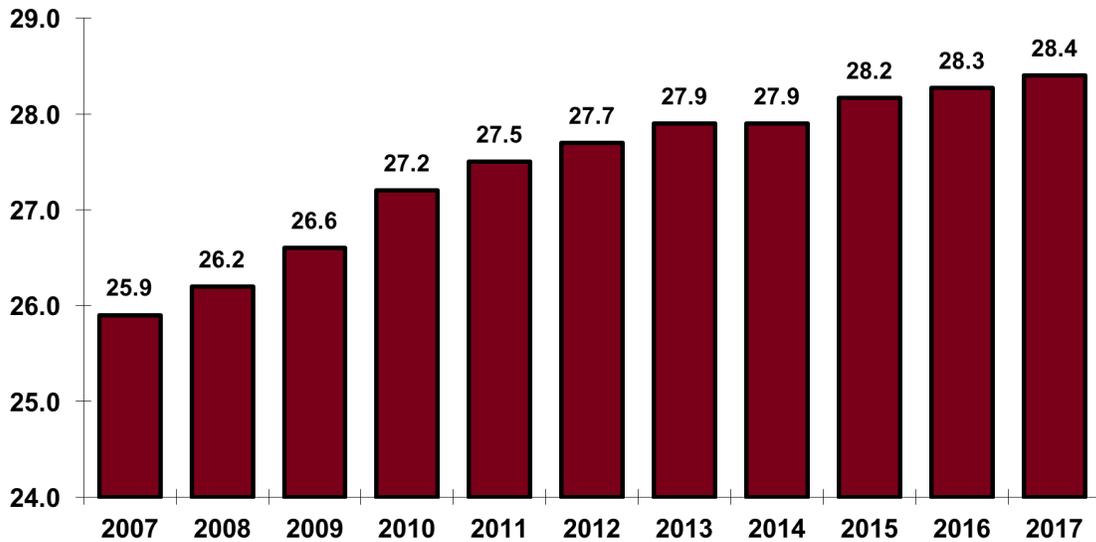


Figure 2-4. Twin Cities Campus Freshman (NHS) Average ACT Composite Score, Fall 2007 to 2017

Although the average ACT is now above 28, a more meaningful number is the middle range of ACT scores that are normally reported by institutions. As the graph depicts, the middle range for 2016 freshman in CSE is 30 to 33 (average of 31.7), whereas the middle range for CEHD is 21 to 27 (average of 24). Each college maintains its own profile based on demand, mission, diversity, and history. The UMTC admits /enrolls many students with ACT scores above 31 (Upper Quartile) and many with ACT scores below 26 (Lower Quartile). While high school rank is a primary review factor in the admissions process, an increasing number of high schools are moving away from utilizing class rank. If we do not have a class rank for a student, the Office of Admissions reviews GPA and rigor of curriculum in place of that primary review factor.

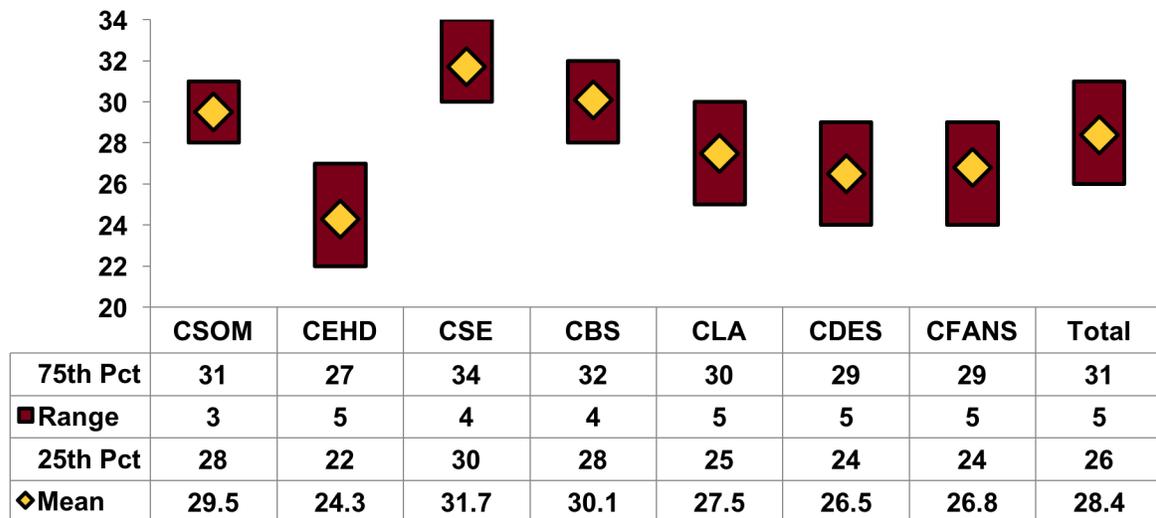


Figure 2-5. Average and Middle-Range ACT Scores for UMTC Freshman-Admitting Colleges

### 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 percent Minnesota residents in the freshman class and approximately 68 percent 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. Figure 3-1 depicts the growing number of Minnesota residents in the freshman class, which has grown over a 10-year period (2007 to 2017) from 3,503 students to 3,872 students. Likewise, the total number of undergraduate students enrolling from Minnesota high schools on the UMTC campus has grown from 19,865 to 20,790 (2001 to 2017).

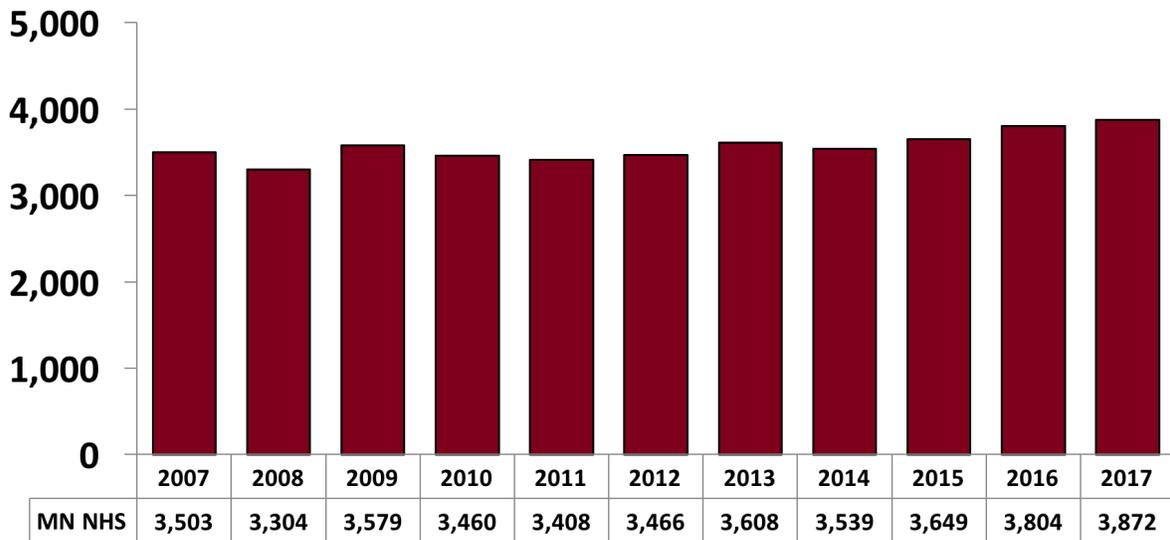


Figure 3-1. Number of Minnesota high school freshmen enrolling on the UMTC campus

Looking at the disaggregated geographical data from 2001 to 2017, the number of freshmen from the Twin Cities metropolitan region has gone up from 2,602 to 2,932 while the number from Greater Minnesota has gone down from 994 to 940. In large part, this is related directly to the Greater Minnesota population decreases. However, the actual percentage of the Greater Minnesota high school graduates attending the UMTC (market share) over this same period has increased from 3.32 percent to 3.7 percent.

It should also be noted that 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 at the system campuses as well; in Fall 2015, 30,860 (71%) of the 43,457 undergraduates enrolled system-wide were Minnesota residents.

In an effort to make the University more affordable and accessible to Minnesota residents, we created the Promise Scholarship which provides low- and middle-income Minnesota families with financial support. The Promise program helps make college possible for all students throughout Minnesota. In 56 counties, the University of Minnesota provides Promise Scholarships to at least half of undergraduate students enrolled system-wide.

### **President’s Emerging Scholars Program**

The President’s Emerging Scholars Program (PES) is a merit-based scholarship and student success program currently serving over 2,000 students. PES students come from diverse backgrounds with many of the participants being the first in their family to attend college, Pell Grant recipients, and students of color. PES started in 2013 with 478 students, and in 2017, 551 students were admitted into the program. Table 3-1 depicts the historical enrollment profile from 2013 to 2017. The most recent first-year retention rate of PES students who entered Fall 2016, is 90.2%. The most recent four-year graduation rate for PES students who entered Fall 2014, is 52.5%.

<b>Measure</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
Headcount	477	515	541	547	548
<i>Preparation</i>					
Avg ACT	21.6	21.8	22.0	21.9	22.3
Avg HS%	78.7	82.2	81.9	81.8	80.0
<i>Geography</i>					
% Twin Cities	69.4%	72.2%	70.6%	76.8%	76.1%
% Greater MN	18.4%	15.3%	15.0%	15.0%	16.8%
% MN Total	87.8%	87.6%	85.6%	91.8%	92.9%
<i>Diversity</i>					
% SOC	57.0%	63.1%	59.5%	63.1%	75.0%
% Pell	57.5%	61.2%	52.9%	57.2%	64.2%
% 1 <sup>st</sup> Gen	62.3%	64.7%	60.1%	63.6%	70.1%

Table 3-1. PES Historical Enrollment Profile from 2013 through 2017

PES students have access to a number of opportunities that promote success. Some attend the optional Summer Seminar, a 5-day event that helps students prepare for university study during the summer before their first year of college. Once on campus, all first-year students attend a one-day conference that highlights campus resources that support their success as college

students. Throughout students' first two years on campus they meet with an upper-class PES student for peer mentoring. Peer mentor meetings focus on students' academic, career, and personal goals using dialogue and online exercises. Additional programs and workshops are offered throughout the students' undergraduate career.

In addition to a first-year scholarship of \$1,000, PES students who successfully complete all PES expectations receive a second \$1,000 scholarship in their last year of college. Additionally, PES students can apply for scholarships that are exclusively available to PES students including scholarships for study abroad, National Student Exchange, unpaid internships, and undergraduate research.

### **Land Grant Legacy Scholars Program (LGLS)**

The LGLS Program was conceived in Spring 2017, out of the work of the College of Food, Agricultural and Natural Resource Sciences (CFANS) and the Office of Undergraduate Education, to live out our commitment to Minnesota residents and support access for Greater Minnesota students.

The Land-Grant Legacy Scholars (LGLS) Program is a student success and scholarship program that supports students from Greater Minnesota (outside of the seven-county metro area). Land-Grant Legacy Scholars participants are selected based on a holistic review of their application conducted by the Office of Admissions. It offers a four-year experience which includes targeted, programmatic elements designed to support students during their time at the University of Minnesota and build community through a cohort model, as well as a financial scholarship worth \$20,000 over four years. Land-Grant Legacy Scholars also participate in the President's Emerging Scholars Program (PES) and the Dean's Engaged Leaders Program (DELP). These programs are collaborative programs, and provide a unique support platform and experience for students' success.



#### **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. 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. This section highlights several of the areas in which we will continue to focus efforts over the next five years.

##### **On-Campus Housing and Residential Life**

The basic undergraduate housing plan produced by the 2015 Twin Cities Student Housing Strategy Committee remains in place. This includes accommodating 90 percent of first-year students in University owned and managed housing, 25 percent of first-year students continuing in housing for a second year, and 10 percent of new fall transfers in University housing (this will require approximately 7,000 beds for undergraduates in 2020-2021).

A quality community building first-year residential experience is critical to long-term academic success, retention, and high levels of student engagement. The University's data, collected over the past decade, show that first-year students who live in University housing during their first year have higher GPAs, and higher retention and graduation rates than those first-year students who do not live in University housing.

Research related to college and university housing indicates that there is “remarkably consistent evidence that residential students are more likely than commuters to persist and graduate from college” (Pascarella & Terenzini, 2005). Additionally, research indicates that “students who live on campus participate in more events (extracurricular, social and cultural); have more informational interactions with peers and faculty; and are also more likely to persist and graduate” (Pascarella & Terenzini, 2005; Pascarella, Terenzini & Blimling, 1994); and that students who live in University housing “experienced a smoother social and overall adjustment, as well as institutional attachment as a result of higher levels of interpersonal closeness and feelings of connection” (Kaya, 2004).

University data also indicates that students who live on campus during their second year at the University have higher retention and graduation rates than those students who live off campus for their second year.

Housing & Residential Life provides a variety of high impact student engagement programs/learning opportunities intended to support academic success and personal well-being, as outlined below:

- Residential curriculum for first-year students: The curriculum focuses on the following five areas of well-being: purpose, social, physical, community and financial.

- Living Learning Communities: Designed to deliver a variety of educational, social, and developmental programs and service to support students with their transition to the University community. Many campus departments and colleges partner with HRL to offer a variety of Living Learning Community programs. The Association of American Colleges and Universities has selected Living Learning Communities as a high impact practice that can directly impact a student’s level of success during their college career.
- Groups Model: This engagement model provides students with the opportunity to form their own Residence Hall Groups based around common interests.

### Academic Advising

Major enhancements to academic advising continue across the Twin Cities campus. Based on the recommendations from the 2015 Undergraduate Advising Task Force Report, 18 new collegiate advising lines have been added recently to move closer to the recommended 250 students per advisor ratio. According to the 2017 SERU survey, 77.2 % of students reported seeing their advisor monthly or once per semester and students’ advising satisfaction increased with more frequent visits. A lower student to advisor ratio allows for more access, opportunity for stronger relationships and student support. Table 4-1 depicts the Twin Cities advisor to student ratio in spring 2018. NOTE: CSE college advisor ratio for pre-major students. Once in a major, students are assigned a faculty advisor. Ratio increase to 1:275-600 if these students are counted in the college advisors’ caseload.

#### Average Advisor to Student Ratio by College (as of spring semester 2018)

Carlson School of Management	1:270
College of Biological Sciences	1:240
College of Design	1:292
College of Education & Human Development	1:250-300
CEHD TRIO	1:75-100
College of Food, Agricultural & Natural Resource Sciences	1:250
College of Liberal Arts	1:300
CLA Martin Luther King & President’s Emerging Scholars Programs	1:200
College of Science & Engineering*	1:275

*Table 4-1. Twin Cities advisor to student ratio in spring 2018*

The newly formed Advising Steering Committee, comprised of advising leaders across campus, continues to meet regularly to address issues and strategies to enhance undergraduate advising. OUE has invested in central advising training and support resulting in over 45 trainings a year, a

central advising webpage for advisors, and a soon-to-be-launched student advising webpage. Continued enhancements to the University's system-wide APLUS tool now provides online scheduling for advisor appointments, improved alerts that notify advisors when students are off track, and comprehensive notes and reporting of student behaviors. These collective efforts demonstrate ongoing enhancements to undergraduate academic advising.

### **Center for Academic Planning and Exploration (CAPE)**

The Center for Academic Planning & Exploration (CAPE) provides holistic academic and career coaching to undergraduate students who are undecided on their major. According to student survey data, 75% of incoming U of M freshmen are at some level of exploration when it comes to their major, as well as up to 50% of our incoming transfer students. With the University's structure of admitting students directly to academic colleges, CAPE serves a critical need to help students navigate our 140+ majors and plan for timely graduation. Since CAPE is housed within the Office of Undergraduate Education, the coaching staff serve as generalists to help students explore across college boundaries and help students to understand the process of transferring between U of M colleges if their interests lie outside of their college of admission.

In the 2016-2017 academic year, CAPE served 514 students through intensive primary services, and an additional 3,924 students through secondary services such as the annual Major/Minor Expo and various outreach events. This was a 22% overall increase from the previous academic year. For students who successfully worked with CAPE through our primary services, 95.6% were retained for the Fall 2017 semester. CAPE also successfully launched the first ever campus-wide Major/Minor Expo event in February 2016. Now in its third year, the Expo has averaged over 900 students who attend to learn about over 160 majors and minors. CAPE also received funding from the International Student Academic Services Fees to hire a full-time coach to focus on major and career support for international students.

### **University Honors Program**

The University Honors Program seeks to provide students with a rich environment in which to pursue an enhanced undergraduate experience. To accomplish this, we offer innovative coursework, specialized advising, a vibrant intellectual community, and unique experiential learning opportunities. These inspire and support our students as they identify, articulate, and overcome the challenges they face as learners and life-long members of a global community.

Our community of talented students, innovative scholars, and devoted staff members welcome about 500 honors students each fall. Honors students enjoy countless opportunities to add value to the exceptional undergraduate education at one of the nation's top research universities. Opportunities include exclusive honors courses and seminars, co-curricular NEXUS experiences, a specialized advising model unique among our peer institutions, a guide to winning national and international scholarships as well as a pathway to graduation with Latin Honors.

### **Lindhahl Center for Student Athlete Advising**

The Lindahl Academic Center is committed to supporting student-athletes in achieving academic, athletic, and personal excellence. All student-athletes are assigned an academic advisor to monitor academic progress and athletic eligibility, as well as to assist in course and major selection in consultation with the student-athlete's college/major advisor. Student-athletes have access to computer labs, study space, subject and mentor tutoring, Learning Specialists, community service and leadership opportunities, and career activities offered through Student-Athlete Development.

Advising focus includes:

- On-campus recruiting with prospective student-athletes
- Orientation to the Lindahl Academic Center and campus
- Course Progress Reviews throughout the academic year
- Developmental advising and year-long academic planning
- Monitoring of academic progress and athletic eligibility
- Priority registration
- Assistance with summer school and fifth-year aid for tendered student-athletes
- Direction on pursuing internships, international experiences, post-graduate scholarships, and graduate school admission

## **One Stop Student Services**

One Stop Student Services provides quality, professional service in the areas of registration, enrollment, financial aid, billing, and payment in support of students' academic and financial objectives. Service is provided at three Twin Cities campus locations and through phone and email to all undergraduate, graduate, and professional students, prospective and former students, and faculty, staff, and parents/guests. One Stop provides a high touch, holistic counseling approach with knowledgeable and welcoming staff with the goal of resolving each issue completely, efficiently, and accurately the first time. One Stop provides a robust website with many helpful tools and content, including a self-service knowledge-base, which empowers students with information to assist with their student success. This past year, implementation of a paperless secure form submission process has created efficiencies for students. A proactive outreach approach to assisting students with financial barriers has been successful in improving student retention and timely degree progress and graduation.

Live Like A Student (LLAS) is a financial wellness initiative within One Stop Student Services with the goal of raising awareness of the financial concerns unique to campus life. During the past year, the financial wellness committee created customized presentations for undergraduate students, professional programs, student groups, and international students. Professionally certified staff have had hundreds of one-on-one financial wellness meetings with students to discuss topics of budgeting, credit, money management, and loan repayment, with 98% of students stating that they are likely to make more informed financial decisions following the meeting.

University Veterans Services (UVS) is a unit within One Stop Student Services which assists approximately 750 student veterans and military service members with the certification of their

veteran educational benefits. UVS staff provide information to help student veterans with their transition into college, and provide connections and referrals to on-campus and off-campus resources that assist with their student success. Over the past year, UVS collaborated with the University of Minnesota Foundation to create a Veteran Success Scholarship Fund, has continued to honor the commitment of military members and veterans at the annual Student Veterans Appreciation Day, and created multiple external partnerships including the Minnesota House of Representatives Veterans Affairs Division.

### Office of Classroom Management

A long-term goal for OCM is migrating additional classrooms to the active learning format, in response to increasing demand from faculty and instructors.

The OCM directly supports high-quality teaching and learning by faculty and students in University teaching and learning environments. OCM is the central point of contact, and single point of responsibility and accountability, for all general purpose classroom, computer lab, and study space issues on the Twin Cities campus. OCM also has system-wide responsibility for academic scheduling. As a national leader in the coordination and operation of classrooms, we are driven to provide the best possible learning experiences to our students, faculty, staff, and visitors. We manage 374 learning spaces across the University of Minnesota’s Twin Cities campus. Table 4-2 depicts all locations.

Classrooms & Computer Labs	338	36	Study Spaces
East Bank	203	20	East Bank
West Bank	95	5	West Bank
Saint Paul	40	11	Saint Paul

Table 4-2. Twin Cities Classroom, Computer Lab and Study Spaces

### Tate Hall

The John T. Tate Hall renovation (opened Fall 2017) was a large multi-million-dollar project that involved many campus units and lasted from June to September. All areas of OCM took part in the project. Among the many tasks that needed to be done staff rooms designed new audio and visual components, and delivered quality customer service and operations. In the building, we oversee 10 general purpose classrooms with a total 963 seats.

### Study Space Finder

Over the last year OCM contributed to the development and launch of Study Space Finder. Together with University Libraries, Student Unions, Office of Information Technology, Academic Health Center, Classroom Services, and University Services, we connected the Twin Cities campus by offering students a responsive website where they can find places to study. Map pins and images make it easy for students to find comfortable spots to learn, whether they want group study rooms, computer labs, or coffee shops. Study Space Finder will have more spaces and improvements in the coming year.

Over the next five years, OCM will work on the following initiatives:

- “Right-size the inventory” to meet modern square footage standards (by selectively reducing number of seats in rooms).
- Increase inventory of table and chair rooms by replacing tablet-arm chairs with movable tables and chairs to accommodate modern educational practices.
- Partner with University Services to develop an integrated planning process for renovations and capital projects.
- Partner with colleges and departments to increase active and flexible learning environments. As an example of a partnership with colleges, in Summer 2017, OCM partnered with College of Design to combine two lecture halls (Rapson 54 and 56) into a new 112-seat active learning classroom that supports the unique, collaborative, and team-based structure of the product design program.

### **Academic Learning Support**

The Committee on Academic Learning Support (CALs) was charged by the Office of Undergraduate Education and the University Libraries to review current student learning support services (tutoring, academic skill development, support for writing, research, and technology) and identify opportunities to support and enhance student academic success. The committee found a wide range of learning support offerings across campus but they lack a seamless and coordinated presence on campus. Student need for these services is high and the University struggles to meet student demand, especially during peak times of the semester. The Office of Undergraduate Education will provide leadership through the newly hired Director to oversee SMART Learning Commons and develop a campus-wide Learning Support Network to improve the visibility, access, collaboration, and overall services offered in order to directly impact student academic success.

### **SMART Learning Commons**

The most comprehensive learning support services on the Twin Cities campus is the SMART Learning Commons, a collaboration between the Office of Undergraduate Education and the University Libraries. SMART provides learning support to undergraduate students by offering peer tutoring, group facilitated study sessions, media support, and research consultants. Peer tutoring services are located in the three largest libraries and can staff assist students in over 230 courses at the U of M. The 2017-2018 academic year has seen a great uptick in demand for tutoring services. Fall 2017, SMART Learning Commons recorded 2,929 tutoring visits, which is more than the entire 2016-17 academic year. This increase is due to student demand, more intentional tracking of student contacts, and enhanced marketing for SMART Learning Commons and learning support across campus.

SMART Learning Commons also provide an accessible location for coordinated support services such as writing consultants and English language tutoring with MELP tutors. Staff associated with the SMART Learning Commons are actively engaged in campus partnerships to help promote and support the academic support services that are available to students.

### **High Impact Practices**

Expanding the capacity for co-curricular opportunities, including undergraduate research (UROP and other programs), internships, learning abroad, and service learning.

## **Undergraduate Research Opportunities Program**

Undergraduate research is one of the most significant learning experiences available to our students. Students involved in research gain a deep understanding of their research area, build mentoring relationships with their faculty sponsors, and experience first-hand the thrill of discovery.

The Undergraduate Research Office promotes the participation of undergraduate students in all parts of the University's research enterprise. We do this by helping students find mentors and by helping faculty to engage undergraduates in their research, creative, and scholarly work. We serve all majors, all colleges, and all campuses in the University of Minnesota system by sponsoring laboratory, field, archival, and survey research, as well as artistic and creative activities of all kinds.

One of our signature efforts is the Undergraduate Research Opportunity Program (UROP) which pays students a \$1,500 scholarship to work with a faculty member on a research project. Similar programs offer scholarships for students doing research while studying abroad (International UROP) and for undergraduates working on Grand Challenge research projects (GC-UROP). We also administer the Multicultural Summer Research Opportunities Program (MSROP) and the Undergraduate Research Scholarships offered to incoming freshmen. Each spring, we produce the Undergraduate Research Symposium, where more than 300 students showcase their work. Our goal is to give students opportunities to work at the forefront of their fields by encouraging and facilitating their participation in the University's discovery process. A specific goal is to increase the number of Undergraduate Research Opportunity Program (UROP) grants awarded annually from 700 to 1,000.

## **Internships**

From the Spring 2016 Outcomes Survey of Recent Graduates (May 2016 cohort)\*:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• 56.6% report having completed an internship</li><li>• 48% completed one internship</li><li>• 29% completed two internships</li><li>• 13% completed three internships</li><li>• 6% completed four internships</li></ul> | <p>Paid vs. Unpaid:</p> <ul style="list-style-type: none"><li>• 56% of internships were paid</li><li>• 41% unpaid</li><li>• 20% earned academic credit and were paid</li><li>• 29% earned credit but were unpaid</li></ul> |
|--|--|

The majority of students (88%) state their internship was helpful in preparing them for the workplace/their career. In addition to internships, 26.4% of recent graduates indicated they did a study abroad/away with an internship/practicum component; 11.9% did student teaching; and 22.2% engaged in clinical experiences.

The Spring 2017 cohort is still open. Preliminary numbers:

- 58% report having an internship
  - 50% completed one internship
  - 28% completed two internships
  - 13% completed three internships
  - 5% completed four internships
- Paid vs. Unpaid:
- 57% of internships were paid
  - 36% unpaid
  - 20% earned academic credit and were paid
  - 28% earned credit but were unpaid

Study abroad/away with internship/practicum = 27%

Student Teaching = 10%

*\*Note: This is Twin Cities, but not College of Science and Engineering or Carlson School of Management (N=1,647)*

### **Learning Abroad Center**

Learning Abroad supports students in meaningful engagement with the world through study, intern, and research opportunities abroad. Learning abroad participation correlates to academic performance, retention, and timely graduation. The LAC works to expand support for aligning programs abroad with on-campus study and prepare students to develop and articulate skills critical to the state's global workforce.

### **Community Engagement Service Learning**

The University of Minnesota system-wide Office for Public Engagement (OPE) was established in 2006 to further the integration of public engagement into the University's research and teaching functions.

Studies have found that building a more contemporary "engaged campus" requires an intentional plan that moves the institution from an "outreach" framework (e.g., the University shares its expertise with the community to serve the needs of the public) to an "engagement" framework (e.g., the University and community co-construct and co-produce solutions to societal issues) (Holland, 2001).

The Office for Public Engagement works with academic programs and engagement units on all five campuses to build capacity to produce high quality public engagement programs and initiatives. OPE also connects the public engagement agenda to the work of the University's various administrative units including faculty affairs, undergraduate education, graduate education, student affairs, equity and diversity, international programs, extension, and others.

### **Orientation & Transition Experiences**

Orientation & Transition Experiences (OTE) continues to offer quality orientation, welcome week, and student transition experiences for first-year, second-year, and transfer students. The mission for OTE is to provide quality transitional experiences that maximize students' potential

for personal and academic success. In connection with OTE's mission and the University's retention goals, OTE programs and experiences will support the student transition and sense of belonging by:

- Helping students understand and thrive in their transition
- Creating a welcoming environment
- Communicating academic expectations and pathways
- Sharing information about how to navigate resources
- Fostering community development
- Conveying the importance of student engagement
- Connecting new students with peer leaders

## **Second Year Experience**

The Second Year Experience (SYE) Initiative is a centrally coordinated effort to enhance students' second year in college. As a strategy to improve retention, satisfaction, and the four-year graduation rate, focusing on the second year is the next logical progression following successful results improving first-year retention.

The SYE initiative includes the following:

- Welcome to the 2nd Year email by Vice Provost and Dean of Undergraduate Education
- Email newsletters in early fall focusing on themes of: engagement, major and career, academic support, and daily life
- Second year webpage including a month-by-month road map with specific paths for career development and study abroad
- Second Year Experience Advisory Committee comprised of collegiate staff and central units
- Second Year Student Advisory Group comprised of students in their second year
- SYE Living Learning Community in the residence halls

Specific college initiatives include:

- Courses designed specifically for second year students (CSOM, CBS, CLA)
- Living Learning Communities (Honors, CSE)
- Email newsletters (CEHD)
- Events for second year students (CEHD, CSOM)

Second to third year retention has been on a steady incline with 89.1% retention for the 2015 cohort. This is an increase of 3.6% from the 2012 cohort (85.5%) when the SYE initiative began.

## **Co-Curricular Engagement**

The Office for Student Affairs and other University units offer a variety of ways to become engaged including student groups, activities and events, sports clubs, intramurals, and leadership

programs. Survey data also reveal that engagement in these types of activities can contribute to persistence and retention.

Engagement outside of the classroom contributes to a richer college experience, deeper learning, and better career opportunities. Being engaged while in college is more than just being involved; it is about investing time and energy into intentional experiences and reflecting on learning, leadership, and skill development.

### **Gopher Link Experience Record**

In the fall of 2018, the Office for Student Affairs and the Office of Undergraduate Education launched a new tool called GopherLink. The vision for GopherLink is to create widespread knowledge of, and student ownership over, students' co-curricular involvement is used of GopherLink to actively explore, track and reflect on developmental experiences. Simultaneously, the goal is to have greater institutional knowledge and use of student co-curricular involvement data, patterns of engagement, and skill acquisition.

Students can visit [GopherLink.umn.edu](http://GopherLink.umn.edu) to search for engaging opportunities offered by campus departments and student groups, track experiences and reflect on everything done outside of class. Each student's profile contains an experience record that showcases a unique set of experiences during a student's time at the University of Minnesota.

### **Mental Health**

Mental health is the number one public health concern on college campuses today. We know there is a link between poor mental health and poor academic performance, so our campus takes a comprehensive approach to mental health with direct services, peer support, online resources, public health approaches to stress management, and engagement with faculty and staff to recognize and direct students to appropriate resources.

One in three UMN students system-wide report a history of a mental health diagnosis. One in five students report a history of an anxiety disorder or a lifetime diagnosis of depression.

Demand for resources continues to rise, with a 20% increase in visits to Boynton Mental Health Clinic this fiscal year (FY18, through January) compared to last fiscal year. Student Counseling Service (SCS) also saw a seven percent increase in students served last year.

The University is proactive in identifying needs and investing to make more in resources available to students. More than a dozen new, diverse mental health staff members have been hired by Boynton Health and SCS, allowing for more students to access care. Boynton, which operates without a wait list, also remodeled and expanded its East Bank clinic space. SCS hired a Diversity Liaison Coordinator to support historically underrepresented groups and provides support for a Veterans Administration psychologist to see student veterans who are facing academic challenges, having difficulty adjusting to civilian life, and having other veteran-specific concerns impacting academic success. Additionally, the Office for Student Affairs is in the process of hiring a second care manager to assist with growing demand for complex case

management. The College of Liberal Arts created a wellness liaison between advising and mental health resources. This position is a licensed therapist and will have a small advising load.

New programming initiatives on the Twin Cities campus include Let's Talk, giving students an alternative to formal counseling with an informal place to be heard. Already in place and successful on the Duluth and Morris campuses, the goal is to increase access for Twin Cities students as well. To help students with stress reduction, Boynton offers a peer support group called de-stress and expanded its wildly popular Pet Away Worry and Stress (PAWS) program to happen weekly and hosts a major, day-long event annually aimed at helping students learn new, lifelong tactics to manage their stress.

In Fall 2016, OSA launched a pilot initiative called the Student Mental Health Advocates. The goal is to increase awareness of campus mental health resources among University faculty and staff by creating a network of departmental contacts that are aware of current resources and how to effectively respond and refer students to those resources. Now in its second year, 50 mental health advocates are active across campus. These advocates receive specialized training and monthly newsletter communications.

Additional resources include Learn To Live – online programs to help with stress, depression, social anxiety, and insomnia available to students system-wide; Effective U – a website project sponsored by multiple units that provides tutorials in a variety of topics including stress management; and a recently re-developed Provost's Council on Student Mental Health, which is charged with Twin Cities campus-wide efforts for related topics.

## **Curriculum**

### **Curricular Enhancements**

- The Office of Undergraduate Education has worked with colleges and departments to eliminate overlapping and confusing degree requirements so that they can be efficiently tracked in the degree audit system. Work with the College of Liberal Arts led to clarification of their disciplinary breadth requirement.
- The Office of Undergraduate Education has worked with colleges and departments to increase curricular transparency, in support of clear degree requirements for students. Sample plans are created for each major to demonstrate one of several possible ways to complete a degree. Meetings with the Department of Physics and the Department of Biomedical Engineering resulted in documented requirements in the degree audit system (APAS).
- The Office of Undergraduate Education, along with Academic Support Resources and the Office of the Provost, developed best practices for Integrated Degree Programs to increase consistency in how such programs are implemented. Specifically, the best practices serve as a guide for how departments can ensure students admitted to an IDP complete their undergraduate degree within four years.

Sample Plan for Physics From [PCAS](#):



## University Catalogs

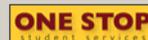
[← Return to program description](#)

### Program Sample Plan

<b>Program name:</b>	Physics B.S. Phys.
<b>Sub-plan:</b>	Engineering
<b>Sample Plan:</b>	Engineering
<b>Total Credits:</b>	122.0

The sample plan below shows you **one** of several possible ways to complete this degree. Your academic plan may look different if you have already fulfilled some requirements, if you have multiple course options to choose from in your major, or if courses don't fit your schedule in a given term. Use [Graduation Planner](#) to make your customized plan, and work with your academic adviser to ensure that you are on track to graduate on time.

<b>Year 1 - Fall Semester: 16.0 cr</b> <b>PHYS 1301W - Introductory Physics for Science and Engineering I :</b> 4.0 cr : PHYS, WI <b>MATH 1271 - Calculus I :</b> 4.0 cr : MATH <b>Freshman Composition :</b> 4.0 cr <b>LE (Biological Sciences) :</b> 4.0 cr	<b>Year 1 - Spring Semester: 15.0 cr</b> <b>PHYS 1302W - Introductory Physics for Science and Engineering II :</b> 4.0 cr : PHYS, WI <b>MATH 1272 - Calculus II :</b> 4.0 cr <b>CSCI 1113 - Introduction to C/C++ Programming for Scientists and Engineers :</b> 4.0 cr <b>LE (Arts/Humanities, Global Perspectives) :</b> 3.0 cr
<b>Year 2 - Fall Semester: 15.0 cr</b> <b>PHYS 2503 - Physics III: Intro to Waves, Optics, and Special Relativity :</b> 4.0 cr <b>PHYS 2201 - Introductory Thermodynamics and Statistical Physics :</b> 4.0 cr <b>LE (Technology and Society) :</b> 3.0 cr <b>MATH 2243 - Linear Algebra and Differential Equations :</b> 4.0 cr	<b>Year 2 - Spring Semester: 17.0 cr</b> <b>PHYS 2601 - Quantum Physics :</b> 4.0 cr <b>PHYS 3605W - Modern Physics Laboratory :</b> 3.0 cr : WI <b>PHYS 3041 - Mathematical Methods for Physicists :</b> 3.0 cr <b>MATH 2263 - Multivariable Calculus :</b> 4.0 cr <b>MATS 3011 - Introduction to Materials Science and Engineering :</b> 3.0 cr
<b>Year 3 - Fall Semester: 12.0 cr</b> <b>PHYS 4001 - Analytical Mechanics :</b> 4.0 cr <b>PHYS 4051 - Methods of Experimental Physics I :</b> 5.0 cr <b>LE (Historical Perspectives) :</b> 3.0 cr	<b>Year 3 - Spring Semester: 15.0 cr</b> <b>PHYS 4002 - Electricity and Magnetism :</b> 4.0 cr <b>PHYS 4052W - Methods of Experimental Physics II :</b> 5.0 cr : WI <b>LE (Social Sciences) :</b> 3.0 cr <b>LE (Civic Life and Ethics) :</b> 3.0 cr
<b>Year 4 - Fall Semester: 15.0 cr</b> <b>PHYS 4101 - Quantum Mechanics :</b> 4.0 cr <b>PHYS 4201 - Statistical and Thermal Physics :</b> 3.0 cr <b>EE 3005 - Fundamentals of Electrical Engineering :</b> 4.0 cr <b>MATH 5583 - Complex Analysis :</b> 4.0 cr	<b>Year 4 - Spring Semester: 17.0 cr</b> <b>LE (Diversity and Soc Justice US) :</b> 3.0 cr <b>PHYS 4121W - History of 20th-Century Physics :</b> 3.0 cr : WI <b>STAT 3011 - Introduction to Statistical Analysis :</b> 4.0 cr : MATH <b>IE 3521 - Statistics, Quality, and Reliability :</b> 4.0 cr <b>LE (Literature) :</b> 3.0 cr



[Contact Us](#)

## Writing

Launched in 2017, the Writing Enriched Curriculum (WEC) Program offers undergraduate departments/programs a method for supporting curricular infusion of discipline-relevant writing and writing instruction. The process engages undergraduate departments in an ongoing, faculty-driven process of creating, implementing, and assessing Undergraduate Writing Plans. Over 60% of the undergraduate majors have developed and implemented writing plans. As of May 2017, the program has reached over 17,000 undergraduates on the Twin Cities campus. Ongoing assessments indicate that implementing the WEC model can trigger positive shifts in writing instruction and in the rate at which student writing meets faculty expectations.

The Office of Undergraduate Education also supports a very successful Teaching with Writing Program. This program offers timely and relevant teaching consultations, an annual series of

workshops, and discussions around teaching with writing to all faculty members and instructors from across the campus. The program also offers online resources for integrating writing-defined broadly to include textual, numeric, and figurative communication into the full spectrum of University of Minnesota courses.

## **The Grand Challenge Curriculum**

The Grand Challenge Curriculum (GCC) addresses important global issues through a solution-driven, interdisciplinary approach to learning. GCC courses are taught by cross-disciplinary instructors who bring unique perspectives to each Grand Challenge being explored. Each course focuses on a particular global issue while also developing a foundational set of knowledge, skills, and values that can be applied across a range of potential Grand Challenge topics. The GCC curriculum launched in Fall 2015 and has grown to include 26 courses taught by 73 instructors. Topics have included renewable energy, climate change, global health, work and life, the achievement gap, ecosystem health, and more. As of Spring 2018, 1,190 students have taken one or more GCC courses.

### Titles for Grand Challenges Courses include:

- Can We Feed the World Without Destroying It?
- Beyond Atrocity: Political Reconciliation, Collective Memories and Justice
- The New Boom: Promises and Challenges of the Hydrocarbon Renaissance
- Seeking Solutions to Global Health Issues
- Global Venture Design: What Impact Will You Make?
- Climate Change: Myths, Mysteries, and Uncertainties
- Toward Conquest of Disease
- Policy and Science of Global Environmental Change
- Rivers and Cities: Meeting Future Demands on Urban Water Systems
- The Global Climate Challenge: Creating an Empowered Movement for Change
- Pathways to Renewable Energy
- Structural Violence and the Medication Experience
- Making Sense of Climate Change: Science, Art, and Agency
- The Future of Work and Life in the 21st Century
- Bioinspired Approaches to Sustainability: Greening Technologies and Lives
- Antibiotic Resistance: How Can We Avoid the Apocalypse?
- World Food Problems: Agronomics, Economics, and Hunger
- What American Dream? Children of the Social Class Divide
- Bridging the Age Gap: Enhancing Individual and Community Capacity
- Ecosystem Health: Balancing human, animal, and environmental health to address large scale challenges
- The Achievement Gap: Who's to Blame?
- Brain Plasticity and the Human Senses
- Leading Across Sectors to Address Grand Challenges
- 11 Billion People: How long can the planet sustain humanity?
- Living the Good Life at the End of the World: Sustainability in the Anthropocene
- Stepping into the gap: Understanding the challenges of supporting diversity in STEM
- Power Systems Journey: Making the Invisible Visible and Actionable
- Knowledge to Impact: Creating Action with your Grand Challenge Project Idea

## **Chemistry**

The Office of Undergraduate Education is working collaboratively with undergraduate colleges and the Department of Chemistry to ensure students who need to take chemistry in their first semester for timely degree progress are able to enroll. Chemistry access issues have been minimized by improving the accuracy of course placement and establishing a list of undergraduate programs in which students are given priority access to introductory chemistry.

- Managing chemistry enrollments has become a complex task requiring a careful monitoring of capacity and student demand. For Fall 2017 1,076 students enrolled in Chemistry 1065 and 1,060 students enrolled in Chemistry 1015, the introductory courses. The Office of Undergraduate Education continues to work closely with the School of Chemistry in ensuring access for this heavy demand.
- A Chemistry Access Working group with representatives from the undergraduate colleges with programs requiring chemistry (CBS, CEHD, CFANS, CLA, and CSE) and OUE met Fall 2016 through Spring 2017. The group developed a plan to prioritize access to CHEM 1061/1065 by intended major and identified students most likely to be successful based on admission data. The group's work, in combination with a revised placement exam, eliminated access issues for Fall 2017 registration. Chemistry access will continue to be monitored.
- A new placement exam system (ALEKS) has been implemented to better determine placement of academically-prepared students into chemistry who need access to chemistry course(s) to fulfill major requirements. This system was implemented in 2017 and will continue to be monitored to determine success. Success will be measured by decreased rates of grades of D, F, or W.

## 5. Maintain commitment to transfer students.

Educating transfer students is an integral part of the University's mission. There are three types of transfer students:

New Advanced Standing (NAS) - traditional transfer coming from many institution types

Intra-University Transfer (IUT) - transfer students coming from system campuses

Inter-College Transfer (ICT) - students transferring among colleges on UMTC campus

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 Minnesota State institutions. The UMTC 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. Figure 5-1 depicts the percentage of new transfers (NAS) and Intra-University transfers (IUT) compared to all new undergraduate freshmen (NHS), transfers (NAS), and Intra-University transfers (IUT) over a 10-year period.

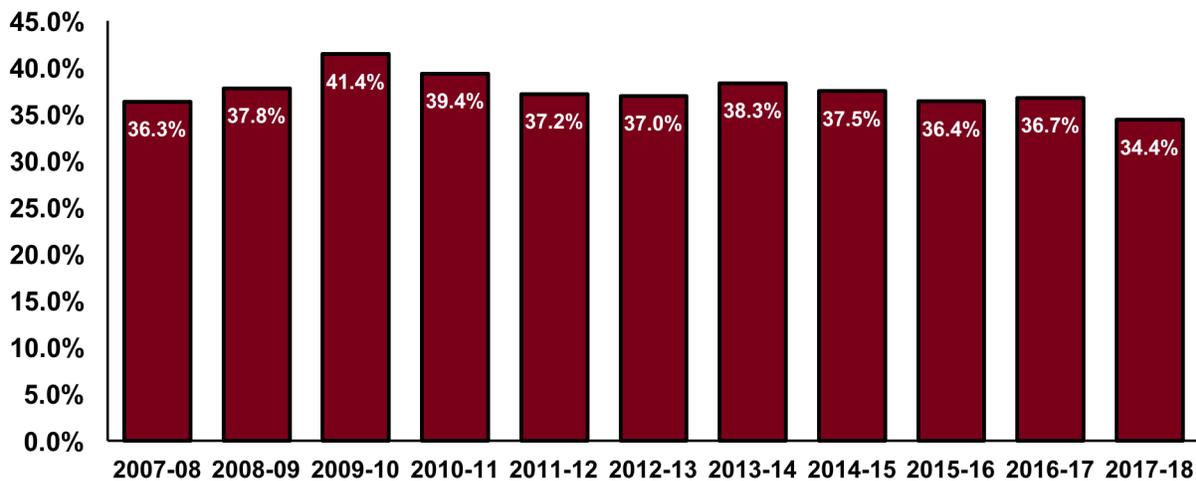


Figure 5-1. Percent of New Undergraduate Freshmen (NHS), Transfers (NAS), and Intra-University Transfers (IUT) Over a 10-Year Period

Figure 5.2 depicts the freshman and transfer enrollments for the U of M and Big Ten peers. Although overall undergraduate enrollment is less than many of our peers (as discussed previously), the number and percentage of transfer students at the UMTC is quite high at 35%. Such a high percentage is the result, in part, of the urban profile of the UMTC and the number of community colleges (and others) with students wishing to transfer.

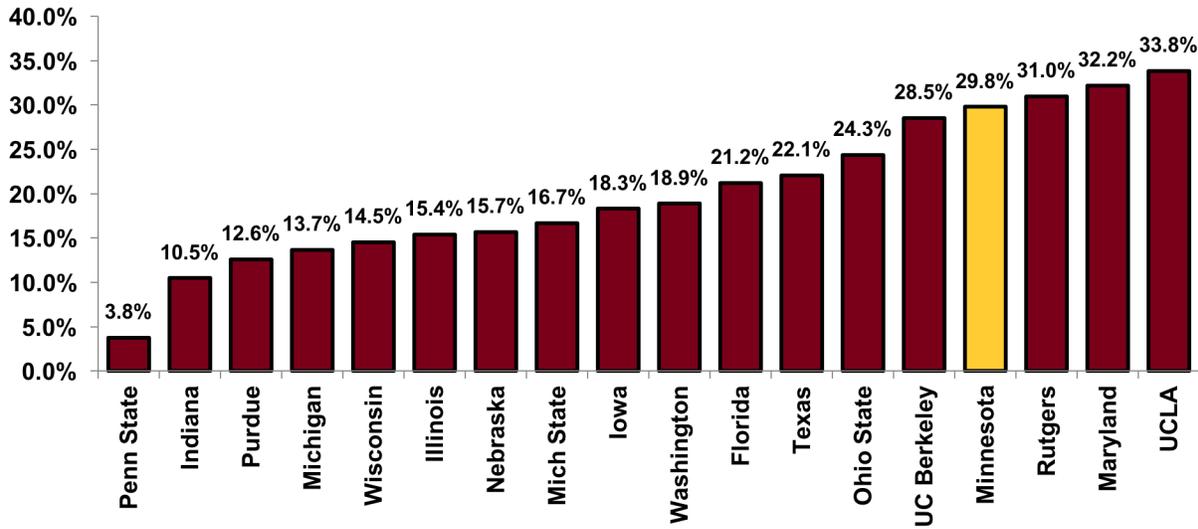


Figure 5-2. Big Ten/Peer Transfer (NAS) Headcount compared to Freshman (NHS) Group from Fall 2016

Transfer students come to the UMTC from several sectors, the largest being from the Minnesota State system (Figure 5-3). For the 2016-17 academic year, 28% of the transfers (approximately 2,900 students each year) are from the two-year Minnesota State institutions while seven percent are from the Minnesota state four-year institutions. Seven percent transfer from Minnesota private institutions and six percent transfer from the Wisconsin system. Approximately 8.5% transfer from other U of M campuses (Inter University Transfers). Thirty-seven percent of transfers come from non-Minnesota and Wisconsin locations. Table 5-1 depicts the top 25 primary previous institutions in 2016-2017.

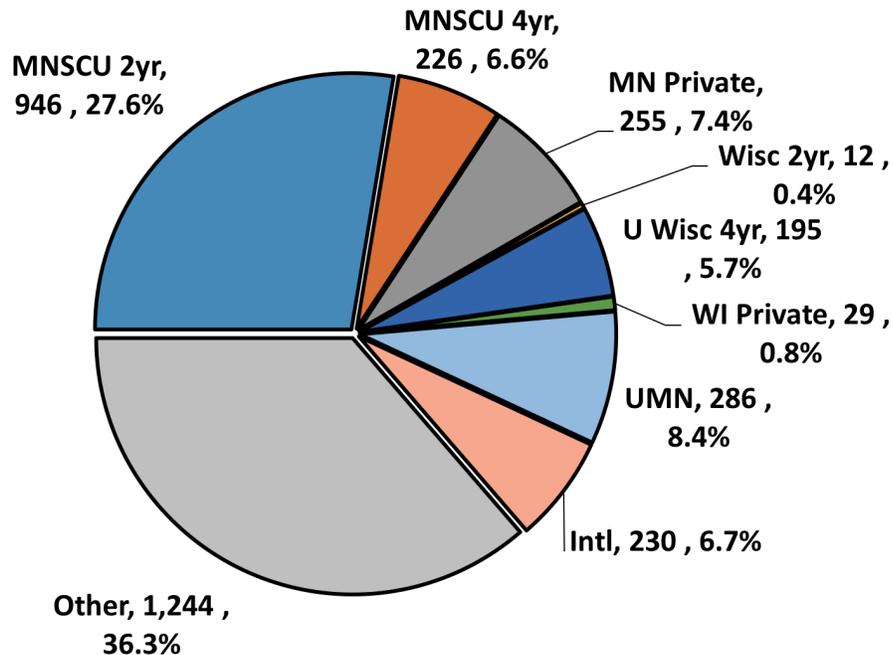


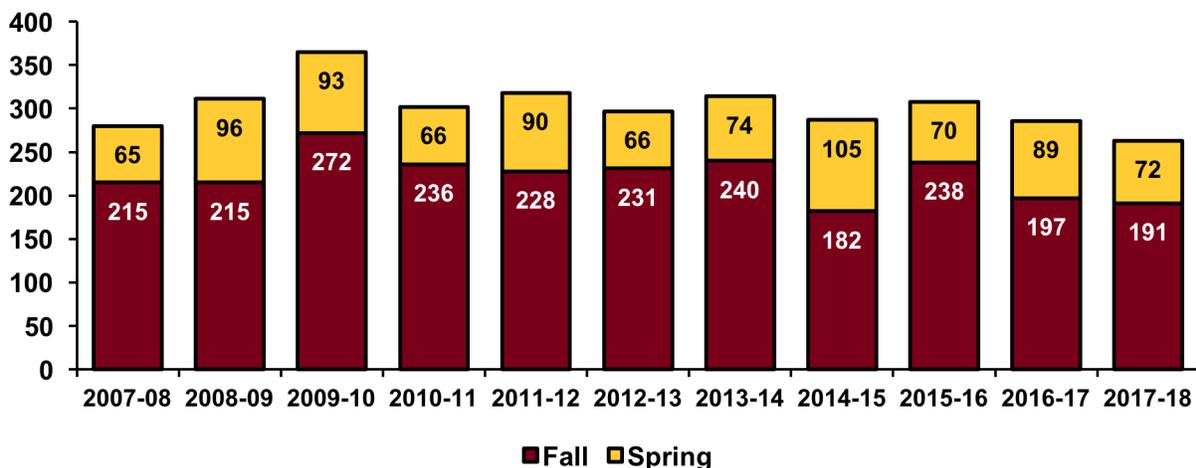
Figure 5-3. Primary Previous Institution of Twin Cities Campus academic year 2016-17 (fall and spring) New External Transfers (NAS) and Intra-University Transfers (IUT)

Institution	N	Institution	N	Institution	N
<b>MSU2:</b> Normandale CC	282	<b>MSU4:</b> St Cloud State	60	<b>Wisc:</b> UW Madison	29
<b>UMN:</b> UofM Duluth	224	<b>INTL:</b> Shandong Fin/Econ	58	<b>Priv:</b> U of Northwestern StP	28
<b>MSU2:</b> Mpls CTC	195	<b>MSU4:</b> Winona State	46	<b>Priv:</b> Augsburg College	27
<b>MSU2:</b> Century College	118	<b>Priv:</b> U of St Thomas (MN)	45	<b>MSU2:</b> Rochester CTC	27
<b>MSU2:</b> Anoka-Ramsey CC	114	<b>UMN:</b> UofM Morris	44	<b>ND:</b> UND Grand Forks	25
<b>MSU2:</b> N Hennepin CC	110	<b>Wisc:</b> UW Eau Claire	43	<b>INTL:</b> Inti College	24
<b>MSU2:</b> Inver Hills CC	95	<b>IA:</b> Iowa State University	41	<b>Priv:</b> Gustavus Adolphus	23
<b>MSU4:</b> MSU Mankato	90	<b>Wisc:</b> UW Milwaukee	33	<b>WA:</b> Edmonds CC	23
<b>MSU2:</b> St Paul College	79	<b>ND:</b> NDSU Fargo	29	<b>Priv:</b> Hamline University	23

Table 5-1. Top 25 Primary Previous Institutions 2016-2017 Color-Coded

### Intra-University Transfers (IUTs)

**Facilitating transfer among the University of Minnesota campuses, as well as from Minnesota State institutions, is an important part of serving Minnesota students.** The U of M should continue to enroll at least 35% 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 Minnesota State system (which currently provides between 40-45% of transfers) to make certain transfer between the systems is as straightforward as possible. Figure 5-4 depicts actual enrollment counts.



*Figure 5-4. Total Enrollments of IUT System Transfers Over a 10-Year Period*

## **Continued Enhancements to the Transfer Student Experience**

In April 2017, the Office of Undergraduate Education hosted the first annual Transfer Student Summit. OUE invited collegiate representatives and other departments who work closely with transfer students to discuss our strategies and challenges in supporting students. Three themes emerged which were the focus of the campus Transfer Student Advisory Committee for the remainder of 2017. Those themes were Communication, Major Pathways, and Student Support and Resources. There are plans to continue the summit annually.

In addition to focusing on enhancements in these areas, we continue to provide amazing transfer programs/support including Orientation, Welcome Week for transfers (formerly called Transfer Welcome Days), Transfer Student Leaders, upper-class connections with Transfer Insiders, Tau Sigma Transfer Honors Society, Transfer Living and Learning community in the Yudof Hall, advisement to the Transfer Student Board, and a monthly newsletter tailored to transfer students, among other efforts.

## **Transfer Evaluation System (TES)**

In December 2017, Academic Support Resources (ASR), the Office of Admissions, and the Office of Undergraduate Education (OUE) implemented a campus-wide electronic system for tracking and processing transfer course evaluations. The goal of the TES, which replaces college-specific paper and email-based systems, is to improve the transfer experience by increasing transparency and efficiency, while ensuring fairness and academic integrity in transfer evaluations. In the past, transfer course evaluations could take up to three weeks with little consistency between departments. Within six weeks of implementing the system, the turn-around time for course decisions was reduced to three days. Equivalency decisions are documented in the public-facing Transferology website and apply to all transfer students who enter with a given course.

The UMTC will continue to:

- Increase campus-wide collaboration of transfer student admission, recruitment, and enrollment efforts.
- Streamline and enhance transparency of transfer credit processing to promote transfer student degree progress.
- Enhance the clarity and transparency of degree options and major pathways available for transfer students to promote degree progress.
- Enhance efforts to ensure students a seamless transition to the University through central orientation and welcome programs, communication, and connections with transfer student peers.
- Increase transfer student engagement in high-impact experiences such as research, internships, service-learning, and study abroad.
- 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) and the six-year SAM rate is 8 points higher. Figure 5-5 depicts the SAM for the Twin Cities 2010 cohort.

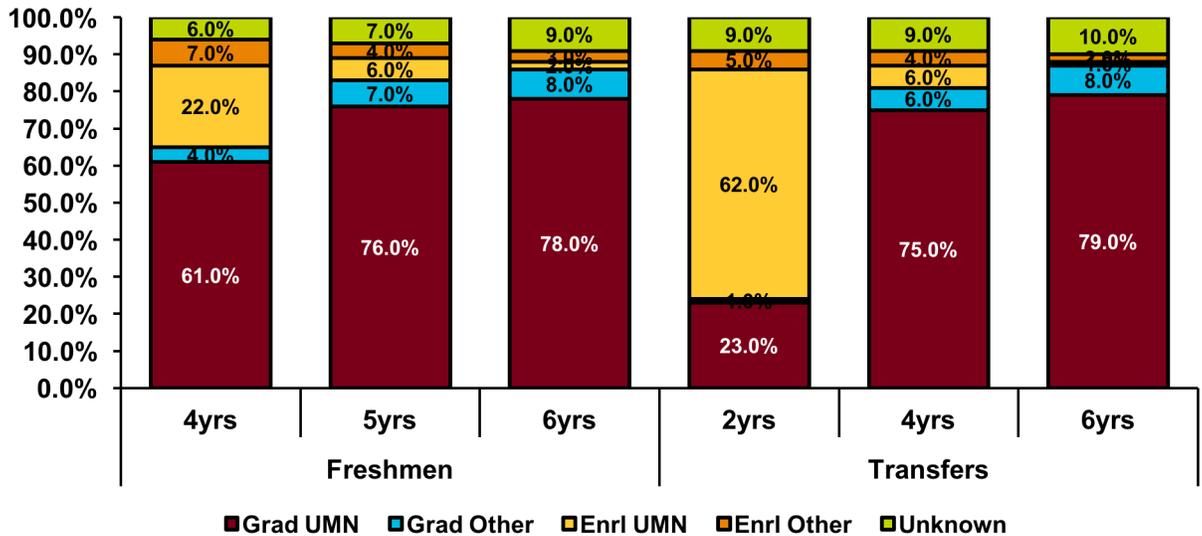


Figure 5-5. Student Achievement Measure: Twin Cities Campus Freshman (NHS) and Transfer (NAS) Graduation (2010 Cohort)

### Inter-College Transfer

#### Inter-College Transfer Committee:

Each year 2,000 students transfer between colleges on the Twin Cities campus. Table 5-2 depicts those who started as freshmen(NHS) in 2015 and transferred between colleges in a two-year period.

In fall 2017, a committee was convened to address opportunities to enhance and improve the internal transfer experience. Specifically, the committee will:

- Review the current ICT process and identify existing gaps and/or barriers.
- Identify improvements to current processes, resources, communications, and timely handoffs.
- Identify common standards across campus that help to streamline the ICT process where possible.
- Recommend strategies and processes to support students denied second-tier admission to ensure their success in an alternative major.

A final report is expected in 2018.

College	CSOM	CEHD	CSE	CBS	CLA	CDES	CFANS	Total
CSOM	501	13	10	5	77	4	5	615

CEHD	3	<b>277</b>	4	8	115	7	10	424
CSE	1	4	<b>876</b>	20	102	0	11	1,014
CBS	1	4	16	<b>376</b>	37	0	3	437
NURS	0	0	2	2	86	0	0	90
CLA	15	78	45	55	<b>1,620</b>	39	28	1,880
CCE	1	9	12	8	48	0	2	80
CDES	2	4	8	2	27	<b>153</b>	3	199
CFANS	1	10	10	13	70	3	<b>225</b>	332
Other	0	2	4	4	20	1	2	33
<b>Total Enrolled</b>	<b>525</b>	<b>401</b>	<b>987</b>	<b>493</b>	<b>2,202</b>	<b>207</b>	<b>289</b>	<b>5,104</b>
<b>Not Enrolled</b>	<b>28</b>	<b>57</b>	<b>89</b>	<b>38</b>	<b>364</b>	<b>42</b>	<b>49</b>	<b>667</b>
<b>Entry Cohort</b>	<b>553</b>	<b>458</b>	<b>1,076</b>	<b>531</b>	<b>2,566</b>	<b>249</b>	<b>338</b>	<b>5,771</b>

Table 5-2. NHS Transfers Between Colleges in Two Years Who Entered in 2015 on the Twin Cities Campus

## 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.

The racial and ethnic diversity in the freshman class continues to increase. Figure 6-1 depicts this trend from 2001 to 2017, with 2017 reaching a maximum of 23.1% (with a greater number of students).

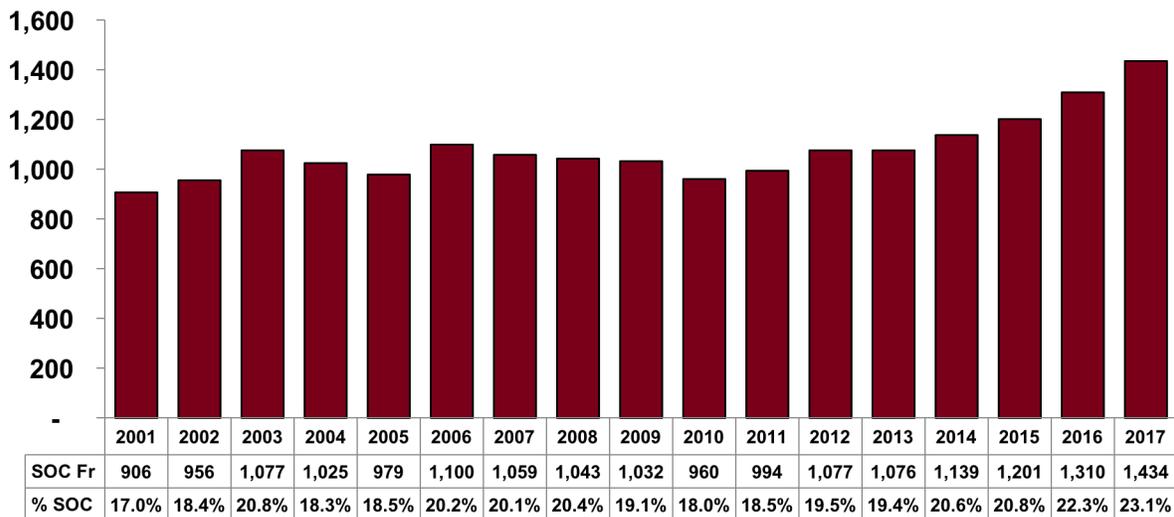


Figure 6-1. Twin Cities Campus Fall Semester New Freshman (NHS) Student of Color Headcount Enrollment

The total number of undergraduate students of color and American Indian students also continues to increase. Figure 6-2 shows these trends for a longer time span from 2000 to 2017, which depict increases for American Indian (175 to 442), Asian (2,245 to 3,586), African American (1,092 to 1,752), and Hispanic (506 to 1,210) students. The category of Hawaiian is relatively new, but growing. In recent years, the University has increased its focus on the recruitment, enrollment, retention, and graduation of students of color and American Indian students. Figure 6-3 depicts the freshman (NHS) and transfers (NAS and IUT) student of color percentages over a 10-year period. Additionally, figure 6-4 shows the freshman (NHS) retention rate for domestic students of color compared to other domestic first-year students over a 10-year period. Figures 6-5 and 6-6 depict the four-year and six-year graduation rates for domestic students of color compared to other domestic students over a 10-year period.

This work will continue to evolve through the understanding of the multicultural landscape, concentrating on early outreach, and focusing efforts on Minnesota. Admissions will enhance efforts with Minneapolis-St. Paul public high schools to increase participation recruitment events held throughout the Twin Cities. On an annual basis, we will record both direct contacts with students and specific places where Admissions is reaching out and report on admit and confirm rates for under-represented minorities with the goal of increasing access to the UMTC at the freshman and transfer levels.

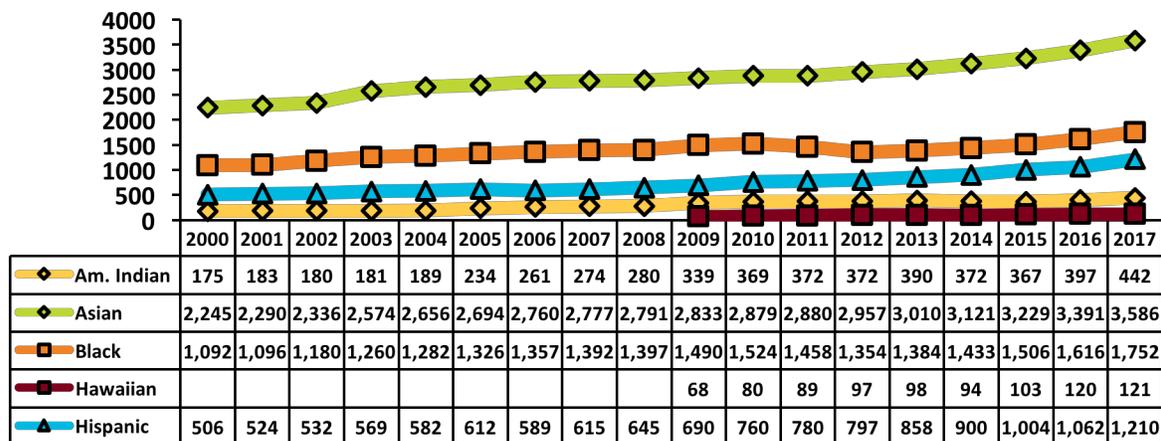


Figure 6-2. Twin Cities Campus Student of Color and American Indian Undergraduate Headcount Enrollment

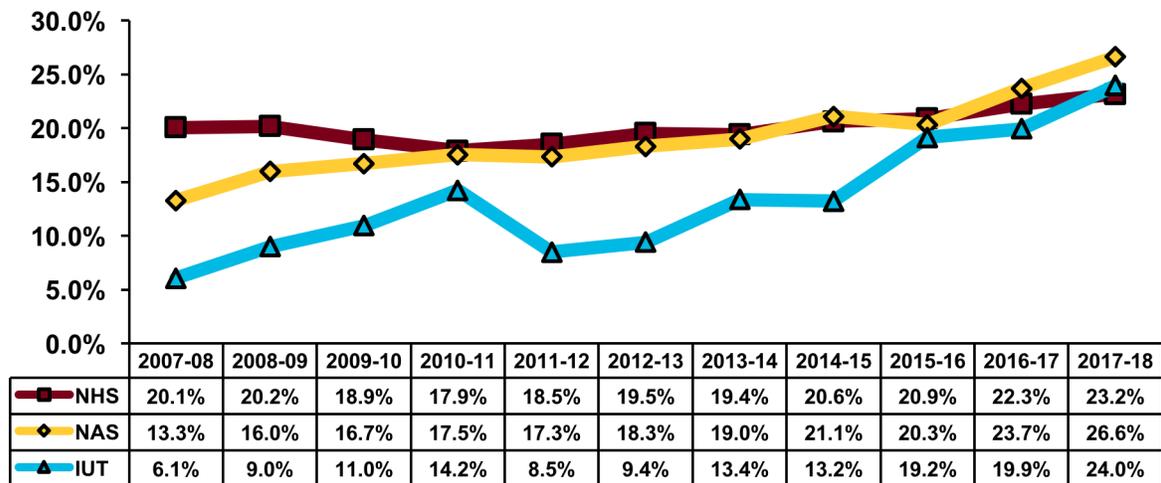


Figure 6-3. Twin Cities Freshmen (NHS), Transfers (NAS) and Intra-University Transfers (IUTs) Student of Color Percentages Over a 10-Year Period

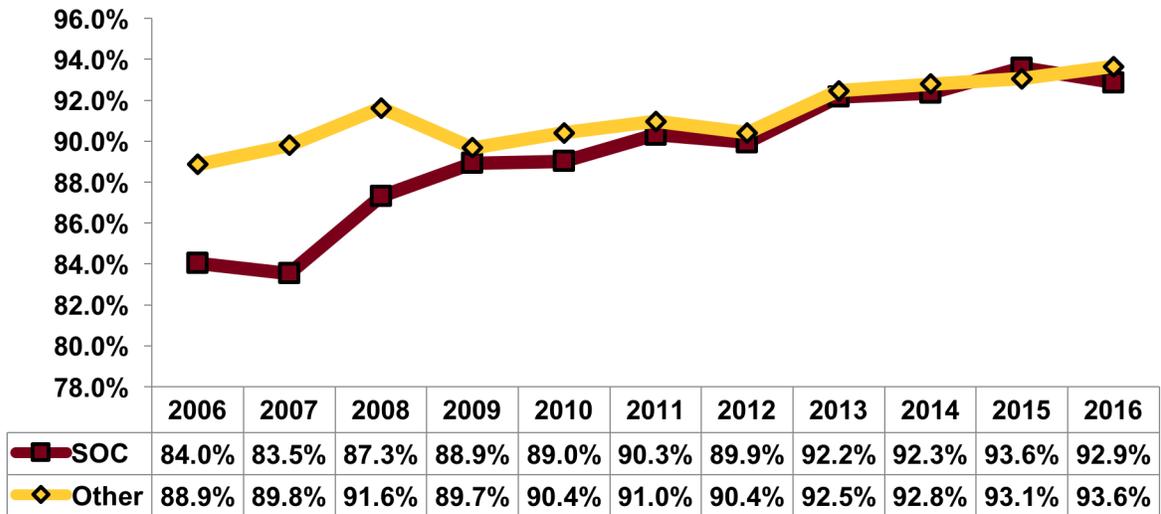


Figure 6-4. Freshman (NHS) Retention Rates for Domestic Students of Color Compared to Other Domestic Students Over a 10-Year Period

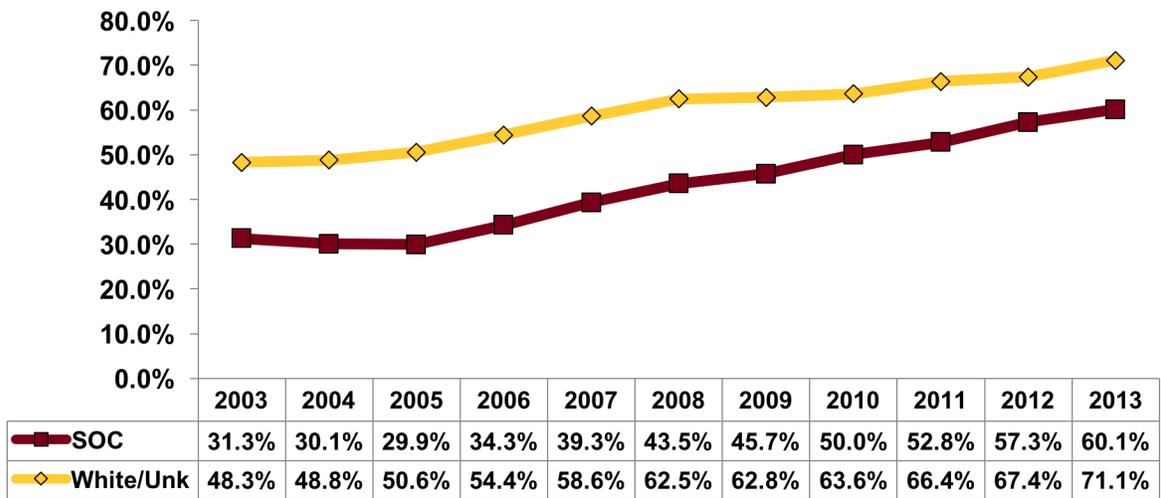


Figure 6-5. Four-Year Freshman (NHS) Graduation Rates for Domestic Students of Color Compared to White/Unknown Over a 10-Year Period

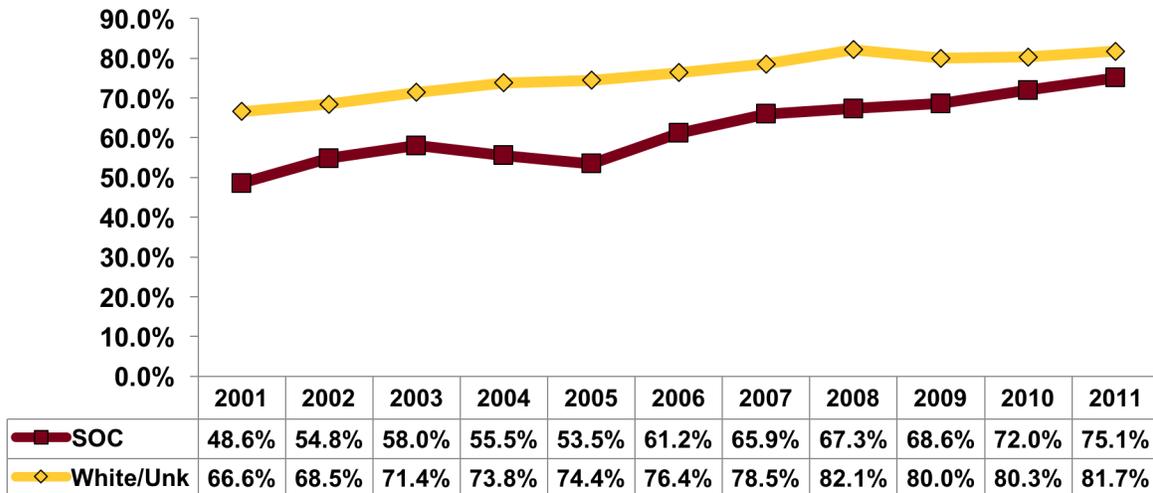


Figure 6-6. Six-Year Freshman (NHS) Graduation Rates for Domestic Students of Color Compared to White/Unknown Over a 10-Year Period

### Student Success for Underrepresented Populations Programs

When looking at student success measures we consider a variety of characteristics including race/ethnicity, gender, economic, and geographic. The Board of Regents passed a Diversity Resolution in February 2018 and the campus will strive to meet the many items outlined there to enhance student experiences. (Appendix)

Figure 6-7 depicts freshman (NHS), transfers (NAS), and Intra-University transfers (IUT) percentage of first generation students each academic year over a 10-year period. Figure 6-8 depicts freshman (NHS), transfers (NAS) and Intra-University transfers (IUT) percentage of pell eligible students each academic year over a ten-year period.

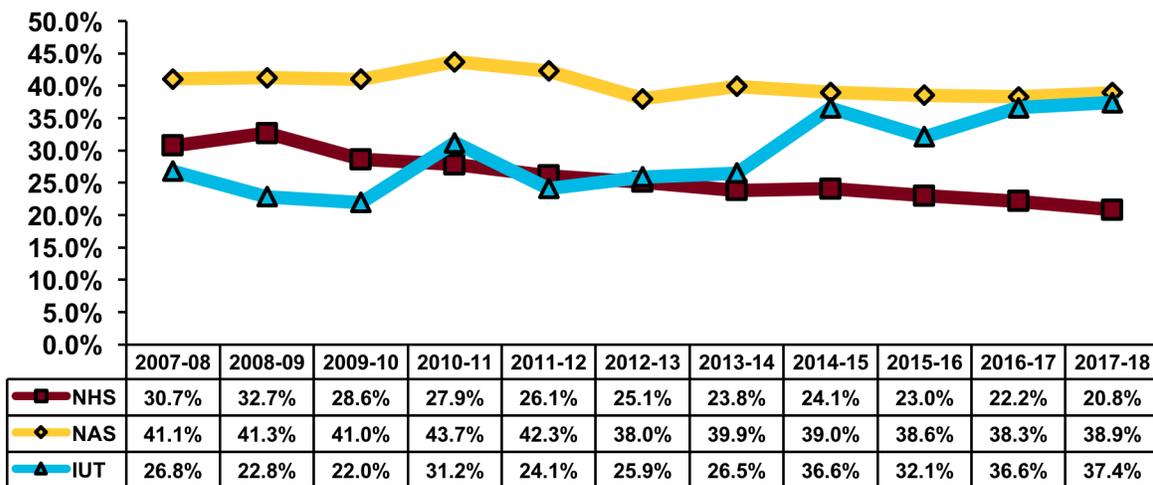


Figure 6-7. Freshman (NHS), Transfers (NAS,) and Intra-University Transfers (IUT) Percentage of First Generation Students Each Academic Year Over a 10-Year Period.

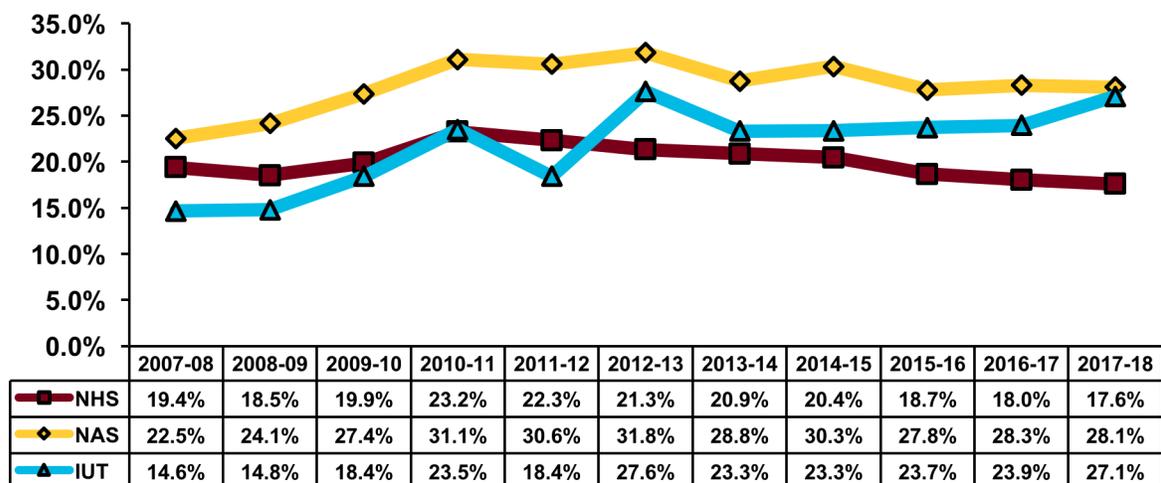


Figure 6-8. Freshman (NHS), Transfers (NAS) and Intra-University Transfers (IUT) Percentage of Pell Eligible Students Each Academic Year Over a 10-Year Period.

### President’s Emerging Scholars

The President’s Emerging Scholars Program (PES) is a merit-based scholarship and student success program currently serving over 2,000 students. PES students come from diverse backgrounds with many of the participants being the first in their family to attend college, Pell Grant recipients, and students of color. Students attend a summer seminar, a fall student success conference, and receive peer mentoring – programs that provide support and community for students as they strive to reach their personal, academic, and career goals. *Reference section three for more details p.14.*

### TRIO Program

TRIO is a set of federally funded college opportunity programs that support students from disadvantaged and underrepresented backgrounds in their pursuit of a college degree. TRIO programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention.

Grounded in the civil rights movement, UMN TRIO programs in the CEHD strive to ensure equal opportunity and equitable access to higher education along the educational continuum for underrepresented students, specifically those who are low income, first generation, and have disabilities. We promote retention and graduation through advising, academic support, mentoring, and advocacy thereby cultivating a space for collegiate success and local and global community engagement. Students who are admitted to the TRIO program can also participate in the President’s Emerging Scholars program.

## **MLK Program**

The Martin Luther King, Jr. (MLK) Program is an academic advising office within the College of Liberal Arts, and it is available to any CLA student who appreciates an environment that embraces and fosters multiculturalism. MLK provides advising services that encompass every major that CLA offers (including pre-professional programs such as pre-medicine and pre-dentistry) and supplies the information and support students need to succeed at the University and gain the most from the CLA education. Keeping in touch with the MLK community helps students stay on top of what's happening in CLA as well as what students need to graduate.

Throughout the semester, the MLK Program hosts different advising sessions and workshops in collaboration with other University offices/programs. We bring students information directly from the source. In the past, the Learning Abroad Center, the School of Nursing, the University of Minnesota Law School, and other campus offices and programs have presented information on their programs.

Our students have better access to advisors because of our small student rosters. Better access means better relationships with the advisors. In the MLK Program, our students are not just numbers, but individuals with great stories and experiences that we value. The advisors, including the peer advisor, are available to answer questions daily. Students can see any advisor during walk-in hours for quick questions regarding registration, course addition/cancellation, major/minor information, graduation, the second language requirement, and more.

## **Multicultural Student Engagement (MCSE) in the Office for Student Affairs**

As the student body becomes more diverse, the University must ensure there is a broad range of programs and services available to foster a positive and successful student experience. One important resource is the Office of Multicultural Student Engagement (MCSE) which is dedicated to providing diverse opportunities to all students to increase awareness, understanding, and appreciation for cultural competency, social justice, and intersectionality. MCSE promotes leadership development, student success, and retention through collaborative engaging educational programming. Housed in Coffman Memorial Union, MCSE has become a go-to place for a variety of students. Two new staff members are ensuring Student Cultural Centers receive necessary support and are assisting students with myriad tasks. Through programming such as the Power & Privilege speaker series and Social Justice Leadership Certificate, MCSE is promoting diverse opportunities that support retention and student success.

As a division, Student Affairs recognizes comprehensive support for underrepresented students is critical to their success. While there is much work ongoing, a few highlights include:

- Families First, an event that welcomes families of first-year, first-generation students to the University community. Providing these families connections with the university and the support structures in place helps to increase family understanding of the college experience leading to greater student success.
- Gopher Family Connect, an effort to bring the University to local families who were unable to participate in Parent Orientation during the summer. These families may have work, financial challenges, or language barriers that prevent them from participating

during the day-long program. These events are a partnership with the Office of Undergraduate Education.

- The University of Minnesota Child Care Assistance Grant provides undergraduate, graduate, and professional student parents supplemental child care funding. This resource, administered by the Student Parent HELP Center (SPHC), allows our student parents to continue on their academic path and meet their educational goals. SPHC has hired a new advisor who primarily supports graduate and professional student parents.
- Two attorneys in Student Legal Services, who have expertise, provide immigration counsel to students.
- Nutritious U Pantry, an on-campus food pantry open to all UMTC students. The pantry, in Coffman Memorial Union, is open for three days monthly and stocked with healthy, nutritious options. Ten percent of U of M students report being food insecure, 17.5 percent say they worry about their food running out before they had money to buy more, and overall students consume less than the recommended daily amount of fruits and vegetables. A student cannot be successful in their academics when they are worried about where their next meal will come from.

## **International Students**

International enrollment represents 5 to 6% of the incoming freshman class and approximately 17% of the transfer class. Historically, the UMTC enrolled a very small percentage of international undergraduate students (Figure 6-9), but intentionally increased recruitment and enrollment starting in 2006-07. For Fall 2017, international enrollment was at an all-time high for freshmen at 371 students. Currently, most of the international students arrive from three countries—China, India, and Korea. One of the goals is to continue to attract students from these high demand regions while also working to increase the geographical diversity of the class.

A number of areas on campus have partnered to improve the experience of international students as these students adjust to the academic and social environment of the University of Minnesota and the campus adjusts to a changing student body. For example, Undergraduate Education and International Student and Scholar Services collaborate significantly on determining campus priorities for distributing the academic enhancement fee funds and in our units working together to provide integrated orientation experiences. The campus has also been diligent about gathering data about the international student experience through the International Student Barometer, SERU, and on-going listening sessions offered to departments throughout the University. Student Affairs and ISSS also created a new International Student Advisory Board to be able to gather informal data throughout the academic year. The data collected is used to guide policy and improve the day-to-day experiences of students from around the globe. A key outcome is to increase interactions in the classroom for international and domestic students, and projects are underway to support this initiative.

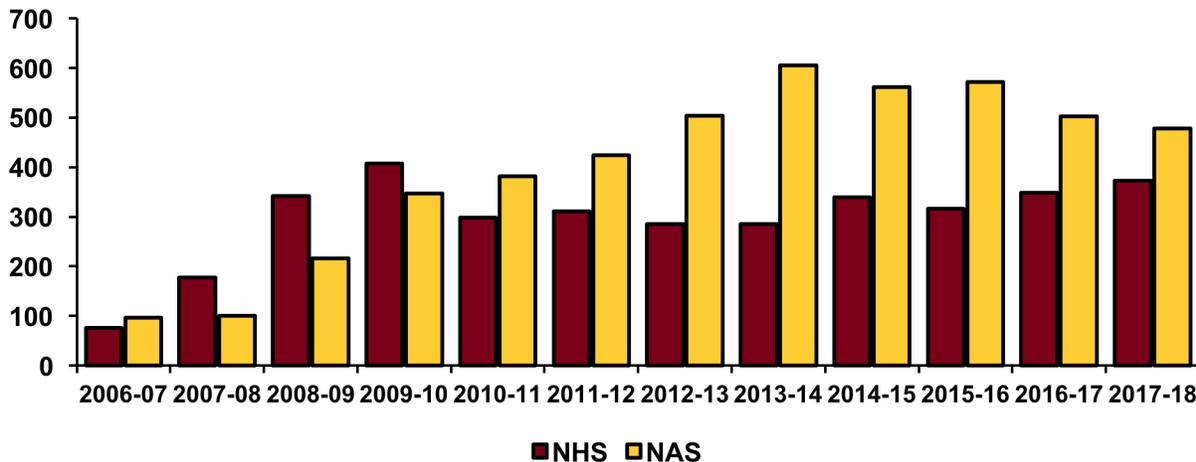


Figure 6-9. Twin Cities Campus Fall Semester International New Freshman (NHS) and External Transfer (NAS) Student Headcount Enrollments

### International Academic Enhancement Fee

International undergraduate students are assessed a fee for international student academic services. The resources generated from the fee are used to enhance academic services for international students, with the focus of ensuring retention, timely graduation, and student satisfaction with their University of Minnesota experience. The fee was implemented in 2013-14, and there have been numerous projects supporting international students have received funding. For fiscal year 2018, there are 31 projects.

### Overview of Projects 2017-18

#### Academic Support/Resources:

- Student English Language Support, Minnesota English Language Program
- Center for Writing WINS Project
- English Language Support Website for Multilingual Learners , Minnesota English Language Program

#### Academic Advising/College Support:

- International Academic Counselor, International Student and Scholar Services
- Academic Advisor: International Student Experience, College of Science and Engineering
- International Student Academic Success Workshops, Carlson School of Management
- International Student Engagement Interns, Carlson School of Management
- Graduate Student for International, College of Design and College of Food Agriculture & Natural Resource Sciences
- Oral Proficiency Assessments, Minnesota English Language Program
- Enhancing Transfer Student Experiences, College of Liberal Arts

#### Curriculum Development & Course Based Support:

- Community-Based Participatory Research Experiences, Department of Educational Psychology

- Teaching Assistant Support for ESP Courses, Minnesota English Language Program

**Major/Career Planning & Development:**

- International Career Counselor, Office for Student Affairs – Central Career
- CAPE International Student Initiative, Center for Academic Planning and Exploration

**Co-curricular:**

- Decoding Community Engagement, Center for Community-Engaged Learning
- Common Connections, Office for Equity and Diversity, and Center for Multicultural Academic Excellence
- Students Crossing Borders Living and Learning Community, International Student and Scholar Services
- Student Group Support Grant, Student Unions and Activities
- OSA– ISSS International Student Advisory Board, Office for Student Affairs
- International LGBTQIA Outreach, Gender and Sexuality Center for Queer and Trans Life

**Faculty/Staff Development:**

- Intercultural Training Initiatives, International Student and Scholar Services
- Faculty Intercultural Pedagogy Workshops & Learning Community, College of Education and Human Development
- English Language Support Specialist, Minnesota English Language Program
- Academic Integration for International Students, Center for Educational Innovation and Global Programs and Strategy Alliance

**Transition Support (Student – Focused):**

- China Pre-Departure Orientation, Orientation & Transition Experiences/ International Student and Scholar Services/The China Center
- Meet the Welcome Week Leaders, Orientation & Transition Experiences
- Improving International Student Arrival Experience, Boynton Health
- Internationalizing Campus Climate through Multimedia, Orientation & First-Year Programs and International Student and Scholar Services

**Health & Wellness:**

- Identifying & Responding to the Sexual Health Needs of International Students at the U of MN, Boynton Health
- Financial Wellness Education for International Students, One Stop Student Services



## 7. Support timely graduation.

The University should allocate resources to ensure students admitted to its campuses, colleges, and degree programs are adequately supported 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% (as established in the University Progress Card).

A high priority for the Board of Regents, President, and Provost has been to improve retention and graduation rates on the UMTC campus. In looking at the historical four-year graduation rates (Figure 7-1), the campus has risen from a startling low of 15.2% for the freshman class of 1992. Based on a series of new educational policies, including the implementation of the 13-credit tuition banding strategy in the late 1990s, by 2000 the four-year graduation rate had doubled to 32% and for the 2010 freshman class had surpassed 60%. The UMTC four-year rate now stands at 68.4%, with a goal of reaching more than 70% in the next few years.

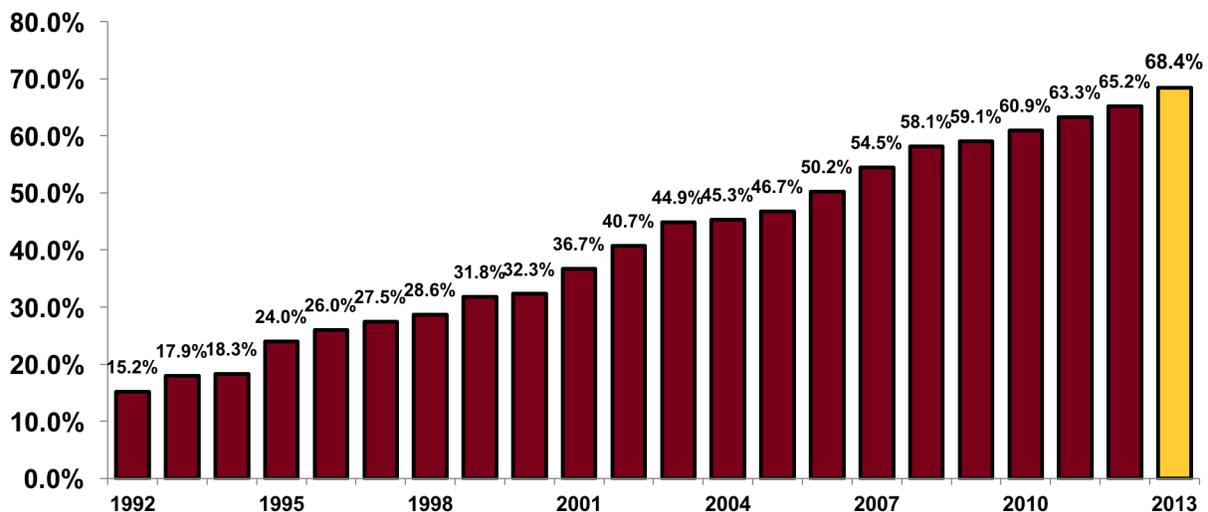


Figure 7-1. Twin Cities Campus Fall Semester New Freshman (NHS) Four-Year Graduation Rate by Year of Entry

Over this same period, the UMTC six-year graduation rate has risen from 45% for the 1992 entering class to 80% for the most recent 2011 class (Figure 7-2). The six-year rate is especially important as it is used in several major rankings—including U.S. News and World Report, and the NCAA.

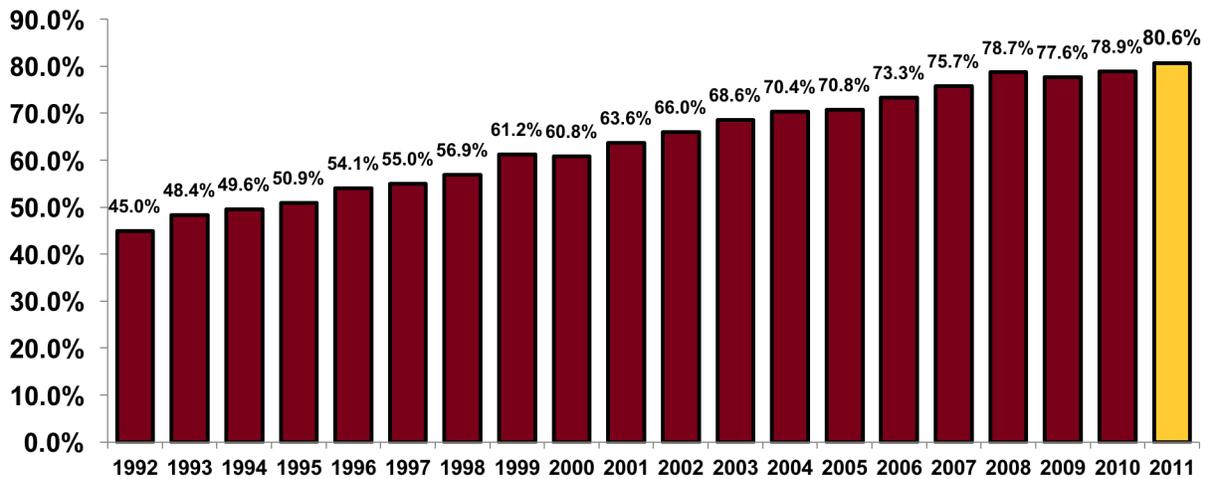


Figure 7-2. Twin Cities Campus Fall Semester New Freshman (NHS) Six-Year Graduation Rate by Year of Entry

A more recent priority has been to improve the transfer graduation rates as well. Although somewhat problematic given that transfer students enter with varying numbers of credits and academic status, the UMTC decided that the best measure was a three-year rate after transferring, assuming that most students enter with approximately 60 credits. It should be noted that the federal Department of Education, through IPEDS, has released very limited data on the graduation of part-time freshman and transfer entrants for the first time, but as it covers only six- and eight-year graduation and enrollment outcomes, it does not provide useful data on timely completion, particularly for transfer students. The UMTC three-year rates have risen to 62.4% for the transfer class of 2013 (Figure 7-3).

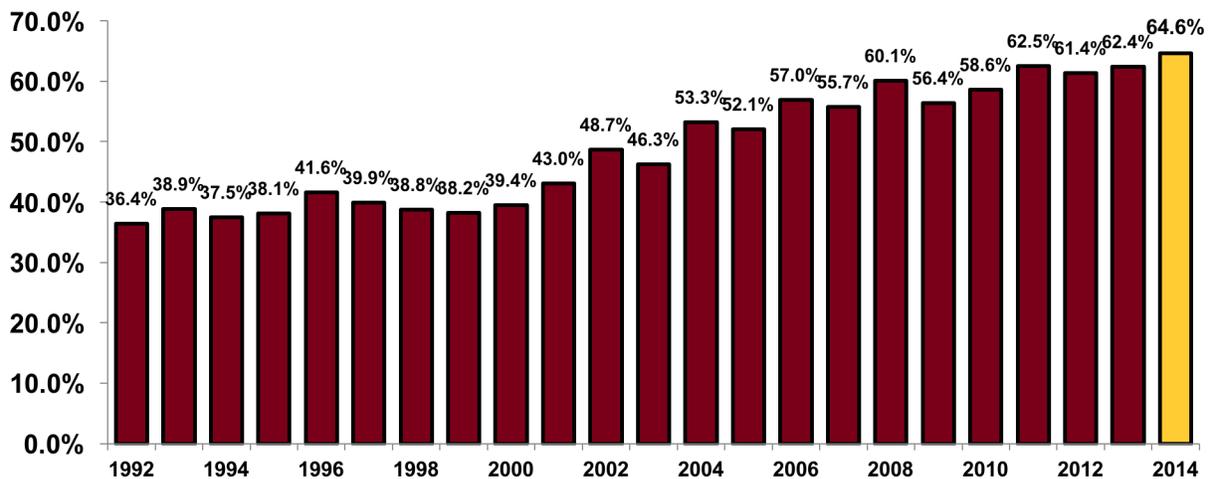


Figure 7-3. Twin Cities Campus New External Transfer (NAS) 3-Year Graduation Rate

The UMTC also looks carefully at the disaggregated graduation rates of many sub-groups of students—students of color, first generation students, low-income students, President’s Emerging Scholars (PES) students, and collegiate graduation rates. Figure 7-4 depicts the graduation rates for our Pell-eligible students, which has now risen to nearly 60%, up from 31% just over a

decade ago. Multiple campus-wide efforts (PES, MCAE, CAPE, enhanced advising) in improving the graduation rates and gaps for under-resourced students appear to be paying off, with an objective of zeroing out any gaps for future cohorts.

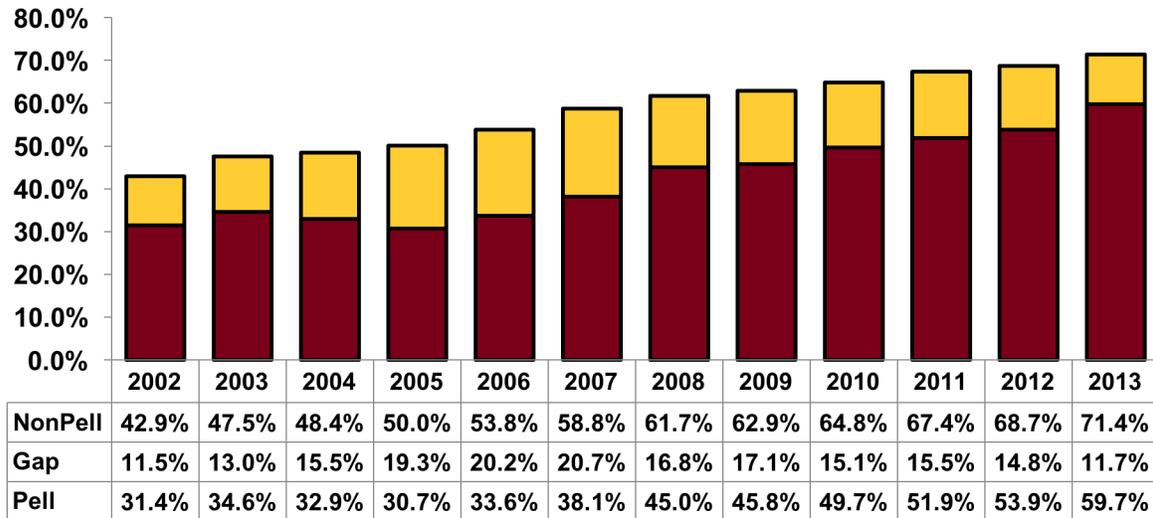


Figure 7-4. Twin Cities Campus Fall Semester Domestic New Freshman (NHS) Four-Year Graduation Rate by Pell Grant Status in First Year

Finally, the disaggregated four-year graduation rates for each of the freshman-admitting colleges depict the progress made by each (Table 7-1). Of particular note are the increases by CEHD (23 to 65%), CSE (46 to 69%), and CFANS (48 to 62%). CSOM continues to maintain very high rates, currently at 85%.

College	2006	2007	2008	2009	2010	2011	2012	2013
CSOM	77.4%	74.3%	79.0%	80.2%	74.8%	84.2%	82.5%	84.7%
CEHD	23.4%	35.1%	43.9%	47.4%	55.1%	61.4%	63.7%	65.1%
CSE	46.4%	55.5%	55.3%	59.8%	59.0%	56.9%	65.9%	68.8%
CBS	61.6%	59.8%	71.2%	69.2%	74.2%	75.9%	75.7%	77.4%
CLA	52.5%	54.1%	56.1%	54.3%	57.7%	59.3%	59.8%	64.5%
CDES	54.6%	57.5%	58.1%	71.5%	68.9%	71.0%	65.8%	69.2%
CFANS	48.0%	53.9%	59.0%	59.3%	57.2%	63.6%	64.2%	62.3%
<b>Total</b>	50.2%	54.1%	58.1%	59.1%	60.9%	63.3%	65.2%	68.4%

Table 7-1. Twin Cities Campus New Freshman (NHS) Four-Year Graduation Rates by Entry College

## First Year Retention

The Office of Undergraduate Education monitors first-year retention rates for students entering each fall. Figure 7-5 depicts first-year retention data of falling entering freshman since 1992. This demonstrates the tremendous progress that has been made with retention efforts. Figure 7-6 depicts the gaps in first-year retention with students of color compared to white/unknown.

Figure 7-7 demonstrates the four-year and six-year graduation rate gaps with students of color compared to white/unknown.

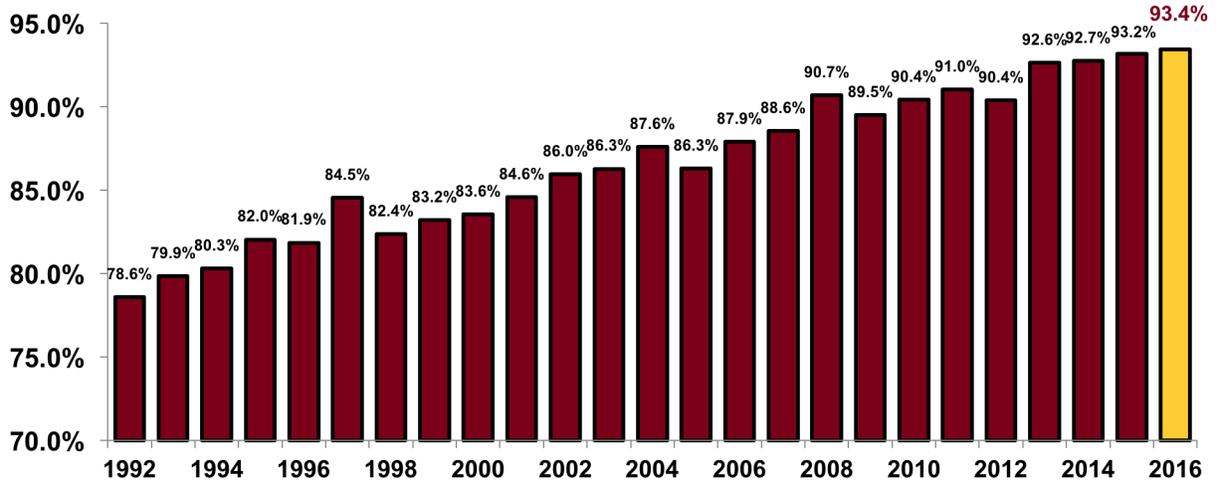


Figure 7-5. Fall Entering Freshman (NHS) First-Year Retention Rate Since 1992

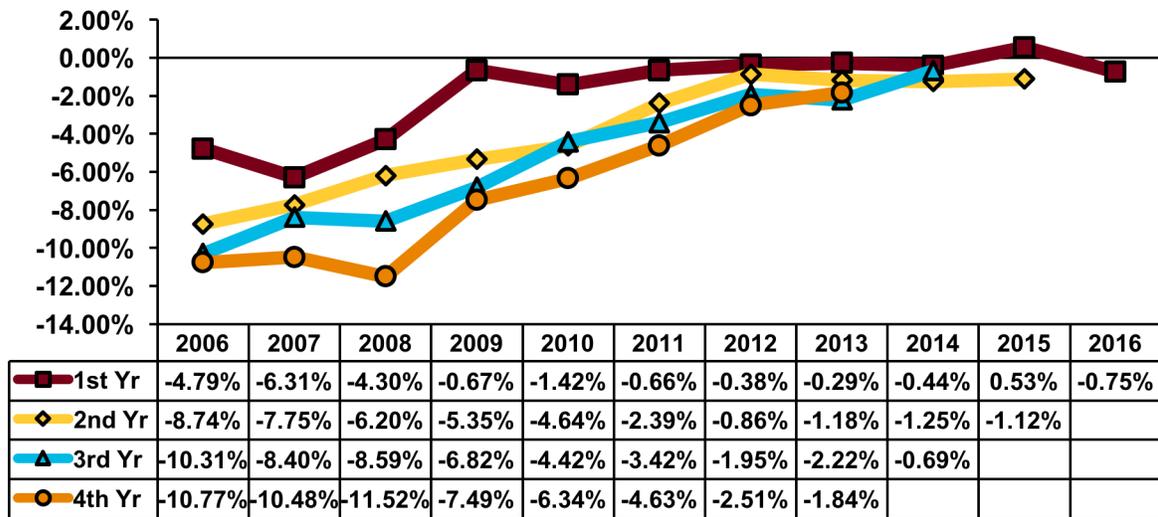


Figure 7-6. Freshman (NHS) Retention Gap with Students of Color Compared to White/Unknown 2006-2016.

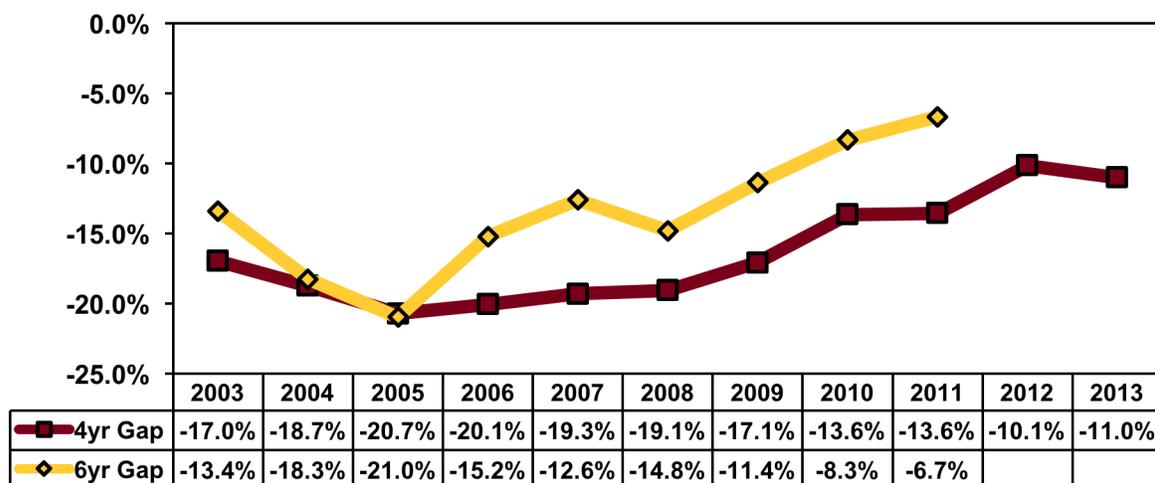


Figure 7-7. Four-Year and Six-Year Graduation Rate Gaps with Students of Color Compared to White/Unknown 2003-2013.

## First Year Retention Efforts

For several years, there have been many efforts to focus on student retention and student degree progress. These efforts are highlighted below.

### First Year Retention: Understanding who Leaves the University

The First-Year Retention effort called Leavers is a project that has been charged by the Strategic Enrollment Management Committee (SEMC) in the Office for Undergraduate Education. This committee was formed in the fall of 2013 to lead the institution in developing and implementing an anticipatory, strategic enrollment management infrastructure that will enhance student success and help ensure long-term enrollment vitality (retention) of the University of Minnesota-Twin Cities campus. With student success defined broadly as increased retention, student persistence, and ultimately timely graduation, the SEMC is responsible for helping the institution realize this enrollment management vision.

The centralized effort – Leaver's project began in December 2014, with the first step as establishing a protocol of practice and documentation with seven colleges. We determined that the target populations would be fall semester entering new freshmen and new transfers. We would conduct two outreach campaigns each year – fall to spring leavers (those not enrolling in spring) and fall to fall leavers (those not enrolling for following fall). Data analysis and summary of findings is conducted for each campaign and shared with campus stakeholders.

The goals and objectives of the Leaver's Study are three-fold:

#### Enhance Retention:

- Students were identified who have not enrolled for next term. Academic advisors and One Stop counselors (financial) conduct a variety of outreach efforts.

- Support the efforts of the Strategic Enrollment Management Committee charged by the Office of Undergraduate Education.
- Share stories and findings across campus with collegiate units and other student services areas to enhance retention efforts at the departmental level.

#### Understand Student Stories:

- Analyze institutional data for students who have not enrolled, looking at over 25 student variables, experiences, and characteristics.
- Review and analyze documented reasons placed by the advisor for non-enrollment/leaving.
- This includes tags in categories of academics, personal, financial, leave of absence, etc.

#### Inform Policy and Practice:

- Use data analysis to identify potential institutional barriers in the student experience and addressing those barriers.
- Identify success indicators and how directed interventions might improve experience and retain students.
- Share findings campus-wide to enhance knowledge of students, their experiences, and programs which may or may not support them.

A trends analysis was conducted on student leavers looking at a variety of characteristics from 2008- 2015. Characteristics include: percent Minnesota, students from reciprocity states, college of enrollments, percent non-Minnesota non-reciprocity, students from underrepresented backgrounds, and first generation students. We have begun to look at findings for transfer students as well.

This trend data validated suspicions and other areas that have been studied about certain groups and their retention-risk. For example, trends were consistent for first generation students, but a growth was discovered in leavers for students from reciprocity states.

An overall observation was that there is not a single factor that predicts risk of leaving but compounding effects of being a member of several sub-groups or having several characteristics increases a student's risk of leaving.

The real value added to this study was the analysis by tags placed by an academic advisor after an interaction with a student. This allowed for a more comprehensive view of the student's experience on campus.

Additionally, we conducted an analysis by collegiate units to identify gaps in the student experience and are working with the collegiate expertise on identifying places for enhanced support and improvement – including include advising, curriculum, mentoring, on-campus housing, etc.

## **Student Degree Progress Efforts**

Retention and graduation is a focus for the Twin Cities campus with rising costs of education. By developing strategies to improve graduation and retention rates through policy, counseling proactively, identifying outreach opportunities, and establishing methods to reach students early, rates continue to rise.

### Retention and Graduation

Implementation of the president's Study Away initiative in October 2016 allows students to take courses offered on a University of Minnesota campus other than their home campus.

Understanding your financial aid award, an insert was developed to accompany the estimated Financial Aid Award Notices and was sent to admitted freshmen. The insert helped students understand their estimated financial aid offer, informed them of the University's commitment to four-year graduation, and provided information on cost of attendance, tuition and fees, and different types of financial aid.

Increased outreach to students with financial challenges, One Stop Student Services reach out to first year students with past due balances who had not registered for classes. The goal was to help find possible solutions and resolve issues so that students could continue their studies at the University. This outreach occurred in four separate rounds with an overall success rate of 71.2%. The class cancellation process for degree-seeking students who owe a past due balance was changed to allow for more one-on-one contact with staff, creating an opportunity to prevent their registration from being canceled. In addition, relationships were created with multiple departments and programs to assist students on financial wellness topics.

Financial aid outreach by the Office of Student Finance and One Stop Student Services who partnered with TRIO, the President's Emerging Scholars' (PES) Program, and College Possible was expanded to deliver three coordinated FAFSA completion outreach events. Financial aid information was disseminated to these partners via newsletter article submissions, staff training sessions, and tutorials. Additionally, a revised and enhanced FAFSA communication strategy to promote early FAFSA completion was implemented. Specific communications were directed at students with past-due balances who had yet to apply for financial aid.

Several student degree progress initiatives were completed this year. Undergraduate students were provided a new tool within MyU that provides students with a visualization of their progress toward their degree and related resources. Colleges and programs were provided with an analysis of curricular issues that could impede undergraduate graduation. Undergraduate Education collaborated with other units to support the administrative degree clearance process.

Transfer students received additional information by the creation of liberal education guides that were published online to share what courses on University of Minnesota system campuses fulfill liberal education requirements across the institution. Additionally, transfer students received their estimated financial aid awards nearly three months earlier than in past years. These

developments provided prospective transfer students timely information when deciding to confirm their enrollment.

The Twin Cities Completion Scholarship was awarded to 41 students for a total of \$70,389.64 (\$1,717 on average) to help them overcome financial barriers to their success at the University of Minnesota. Of those 41 students, 19 have gone on to graduate (46%), seven are currently enrolled and expected to graduate in spring 2017 (17 percent), and 10 are enrolled in courses to continue their education (24 percent). As one recipient said, *“I feel so relieved and humbled that someone was actually there for me and noticed my unique situation. I had lost all hope and figured I would just have to drop out of the U.”*

A collaboration between ASR and CLA-Office of Application Development resulted in two key improvements to Schedule Builder. The first was a connection between Schedule Builder and the student’s registration shopping cart, streamlining the registration process. An enhanced class search was also added to Schedule Builder. This made searching easier and more streamlined, particularly when searching for classes that meet multiple liberal education requirements and online classes. One student commented, *“Y’all added that class search with the filters and I am in schedule planning heaven, it was already such a nicely designed and easy-to-use website, but now you have just made it even more superb! A+++++++”*

Automatic communication to students when classes are canceled was launched in MyU as a notification along with an email regarding the cancellation. This alerts students to make registration changes to maintain their credit load and progress toward degree in a timely manner. The email process runs daily for students at Crookston, Duluth, Rochester, and Twin Cities, with personalized contact information for each campus. Additionally, processes were created to monitor changes to class credits and grading basis after the start of registration. This initiative will help students continue to make degree progress.

One Stop websites for each campus were redesigned into one shared site with campus-specific branding and, when required, campus-specific content. This approach is the first of its kind at the University of Minnesota. The new design emphasizes mobile delivery, aligns with MyU, and ensures that students can find relevant, timely information using their preferred device. Quote: *“The new look and site is wonderful. I can find things of importance faster and I can guide students much faster. Thank you.”*

### **Student Success Analytics Project**

The University recognizes the value of data and analytics to enhance retention and graduation. The Student Success Analytics system-wide project will develop a solution to support student success by building a platform for analysis that will enhance the University’s ability to create and refine data streams for students, faculty and staff, and start to affect positive outcomes earlier in the student academic experience.

The goals are to increase student retention and timely graduation, improve curricular design, delivery and transparency, lower average student debt upon graduation, and enhance the student academic experience. The resulting tools will be an at-risk student dashboard, retention-risk

predictive model, graduation proximately, graduation and retention rate information, and major change analysis. This project is slated for development over five years.

## **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.

### **Non-Resident (National and International) Non-Reciprocity Tuition (NRNR)**

Over the next few years, the University will attempt to raise non-resident tuition rates (NRNR) to the mid-point of the Big Ten, to approximately \$35,000 in tuition and required fees in 2020-2021. As decided by the Board of Regents in December 2017, the planned increases for the UMTC campus include 15% for the 2018 entering class. However, continuing NRNR students will experience up to a 5.5% tuition increase in the second through fourth 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.

### **Resident Tuition**

Over the next five years, the University will attempt to keep resident tuition rate increases to a minimum, using the Higher Education Price Index (HEPI) and other measures, as a guide each year. Figure 8-1 depicts the average TC Minnesota resident tuition adjusted for inflation in 2017-2018 dollar amounts.

As of 2017-18 the UMTC tuition and fees rate lies just above the middle of the Big Ten public universities. The highest tuition rates are at Penn State and Illinois, with the lowest rates at Nebraska and Iowa. The UMTC non-resident rate, the lowest in the Big Ten after the planned reduction in 2008, has steadily risen and now sits between Nebraska and a clustered Ohio State/Illinois/Purdue rate. Figure 8-2 depicts a tuition and fee comparison for in-state and out-of-state entering freshmen at Big Ten alliance institutions for the 2017-18 academic year.

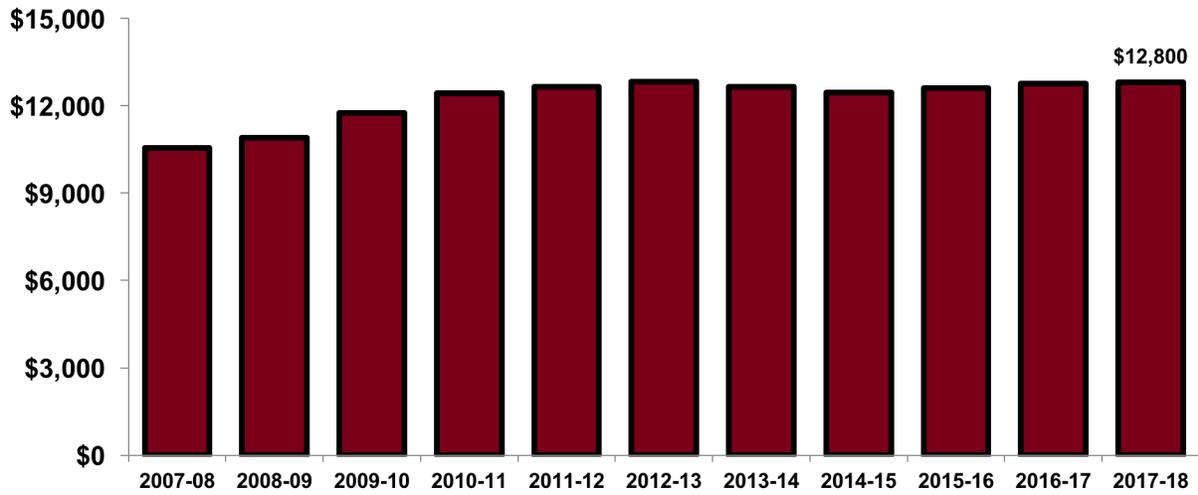


Figure 8-1. Average Twin Cities Undergraduate Minnesota Resident Tuition Adjusted for Inflation (CPI) in 2017-18 Dollars

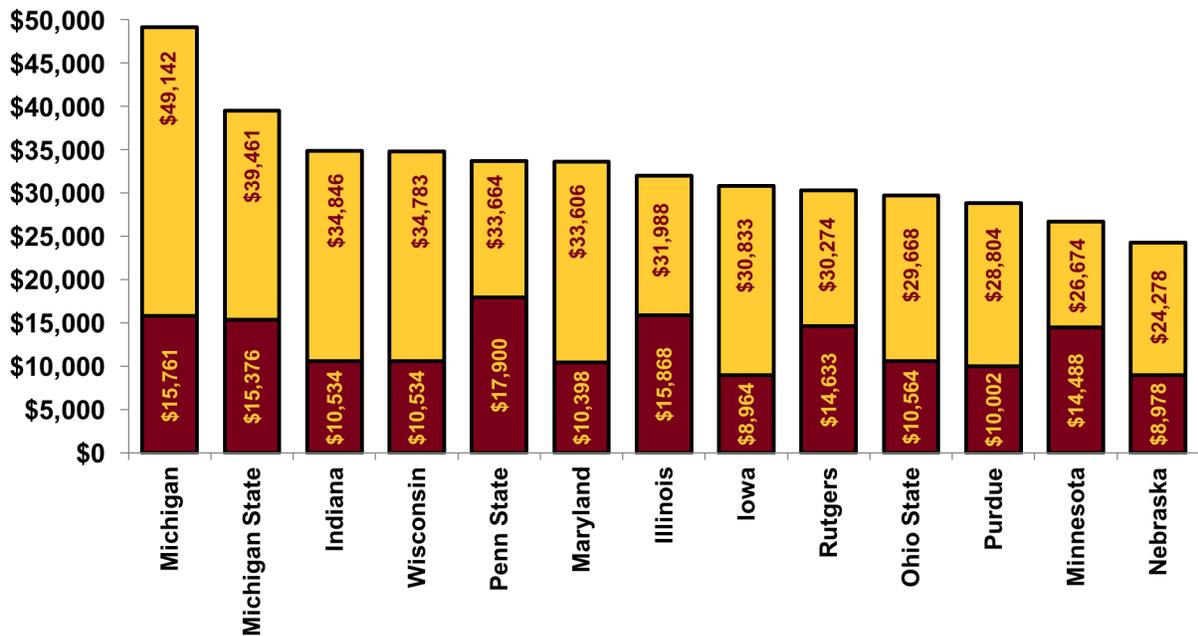


Figure 8-2. In-State and Out-of-State Tuition and Required Fees for Entering Freshmen at Big Ten Academic Alliance Institutions: Academic Year 2017-18

## **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 toward 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 two-thirds toward need-based aid and one-third toward merit-based aid. A major priority should be increasing institutional aid for all categories.

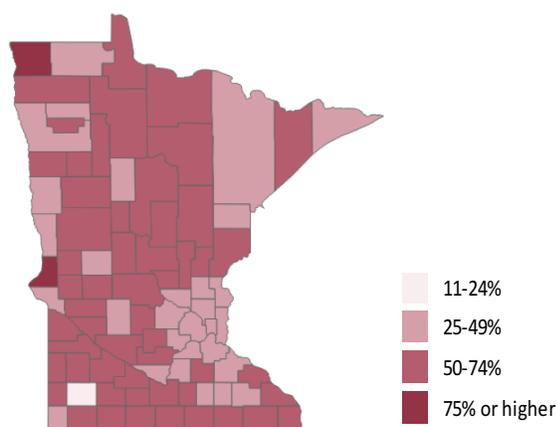
Some of the additional goals for financial aid policy/practice include:

- 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.
- 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.
- 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.
- The University of Minnesota financial aid package for an individual student will not exceed the federal cost of attendance for any given year.
- The University should strive to grow system-wide institutional gift aid to \$275 million (established in the University Progress Card).

### **Need-Based Strategies**

The backbone for the UMTC's need-based program is a combination of nearly \$28 million in Federal Pell Grants, \$36 million in Minnesota State Grants, and \$17 million in the U of M's Promise Scholarships, which provides grants to low- and middle-income students (dollar amounts reflect 2016-2017 data). The strategy focuses on students with the greatest financial need, but includes middle income families making up to \$120,000. Table 9-2 depicts the expected need-based aid based for four income scenarios (\$25,000, \$50,000, \$100,000, and \$120,000) for a Minnesota resident.

The U Promise scholarship is automatically applied to any Minnesota resident who comes from a family with an AGI of \$120,000 or less. These students do not need to apply or reapply for this aid; they only need to submit a FAFSA each year. The Promise program helps make college possible for all students throughout Minnesota. In 56 counties, the University of Minnesota provides Promise Scholarships to at least half of undergraduate students enrolled system-wide (Table 9-1).



*Table 9-1. Percent of fall 2017 Undergraduate Degree-Seeking Students System-Wide within Each County Receiving a Promise Scholarship.*

The University also extends this scholarship to undocumented students who have graduated from Minnesota high schools who are eligible for the Minnesota Dream Act. Although this population isn't particularly large, these dollars are an important component of ensuring this portion of the Minnesota population continues their education.

Like other institutional aid, the U Promise scholarship encourages students to enroll in a minimum 13-credits per semester; most enroll for nearly 15. This is important as it keeps students on track for timely graduation as well as allows them to receive maximum funding for a Minnesota State Grant (if they are eligible for it) as the grant is prorated based on credits taken up to a maximum of 15 credits a term.

U Promise is unique in that it extends to students who are out of the federal Pell Grant range. This was intentional as the University of Minnesota was seeing many of our middle-income students and families struggle to afford a University of Minnesota education.

A low-income student with a family adjusted gross income (AGI) of \$25,000 (Column 2) will need to cover the 2017-18 Cost of Attendance (\$27,348). This family's Expected Family Contribution (EFC), as generated from the Federal FAFSA, would be zero. This student would be packaged with a nearly \$6,000 Pell Grant, \$5,892 in State Grant funds, \$600 in SEOG funds, and a \$4,134 U of M Promise Grant. The total gift aid offered would be \$16,546, nearly \$2,000 over the tuition and fees of \$14,488. In order to fully package this student, she/he would also be

offered \$2,700 in Work Study, a \$5,500 Student Loan, and a \$2,600 Parent Loan. This student might also receive a merit scholarship, which would then lower the loan amounts.

For an adjusted gross income of \$50,000, the student would be offered \$11,019 in gift aid and for an AGI of \$120,000 would be offered a \$306 U of M Promise grant.

<b>Cost of Attendance (COA)</b>	<b>\$27,348</b>	<b>\$27,348</b>	<b>\$27,348</b>	<b>\$27,348</b>
<b>Tuition and Fees</b>	<b>\$14,488</b>	<b>\$14,488</b>	<b>\$14,488</b>	<b>\$14,488</b>
<b>Adjusted Gross Income (AGI)</b>	<b>\$25,000</b>	<b>\$50,000</b>	<b>\$99,999</b>	<b>\$119,999</b>
<b>Expected Family Contribution (EFC)</b>	<b>\$0</b>	<b>\$4,750</b>	<b>\$14,778</b>	<b>\$25,356</b>
<b>Typical Aid Package</b>				
Pell	\$5,920	\$1,170	\$0	\$0
State Grant	\$5,892	\$6,651	\$0	\$0
SEOG (Supplemental Educational Opportunity Grant)	\$600	\$600	\$0	\$0
U Promise	<u>\$4,134</u>	<u>\$2,598</u>	<u>\$1,056</u>	<u>\$306</u>
<b>Subtotal Gift Aid</b>	<b>\$16,546</b>	<b>\$11,019</b>	<b>\$1,056</b>	<b>\$306</b>
Work Study	\$2,700	\$2,700	\$2,700	\$820
Student Loan (Sub/Unsub offered)	\$5,500	\$5,500	\$5,500	\$5,500
Parent Loan (amount offered)	<u>\$2,602</u>	<u>\$8,129</u>	<u>\$18,092</u>	<u>\$20,722</u>
<b>Total Aid Package (offered)</b>	<b>\$27,348</b>	<b>\$27,348</b>	<b>\$27,348</b>	<b>\$27,348</b>

Table 9-2. Typical Need-Based Aid Packages at Various Income Levels: UMTC, MN Resident Undergraduate, 2017-18

The total amount of gift aid distributed on the UMTC campus is depicted on Table 9-3. The total gift aid continues to rise, reaching a total of nearly \$150 million for 2016-17 (the latest financial aid data available). The financial aid years of 2009-10 and 2010-11 were anomalies due to the Federal stimulus funding that the state of Minnesota allocated through the State Grant Program.

A goal for the Twin Cities campus is to continue building its need-based and merit-based scholarship programs, which have grown by over \$20 million to a total of \$60 million each year. The newly-established capital campaign announced by President Kaler also has ambitious goals for enhanced undergraduate scholarship support.

FINANCIAL AID YEAR (Fall, Spring, Summer)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
University Scholarships	\$38.2	\$39.3	\$52.4	\$51.8	\$53.9	\$57.8	\$58.0	\$59.8
PELL (Federal)	\$27.8	\$33.9	\$31.6	\$30.2	\$29.4	\$29.2	\$27.9	\$27.7
Other Federal	\$9.1	\$7.5	\$3.1	\$3.2	\$3.0	\$3.0	\$3.1	\$3.4
State/Local Government	\$44.3**	\$49.3**	\$26.0	\$25.8	\$29.5	\$29.6	\$32.0	\$35.6
Private	\$7.6	\$7.9	\$8.0	\$7.9	\$8.5	\$9.2	\$9.7	\$10.2
Athletic	\$7.8	\$7.9	\$8.8	\$9.0	\$9.6	\$8.7	\$10.1	\$10.5
Regents Scholarship (employees)	\$0.7	\$0.6	\$0.6	\$0.8	\$0.7	\$0.8	\$0.9	\$0.8
<b>TOTAL GIFT AID</b>	<b>\$135.6**</b>	<b>\$146.4**</b>	<b>\$130.6</b>	<b>\$128.5</b>	<b>\$134.6</b>	<b>\$138.3</b>	<b>\$141.7</b>	<b>\$147.9</b>

Table 9-3. Gift Aid (in \$ millions) Twin Cities Degree-Seeking Undergraduate Students

Of course, a major objective for the Twin Cities campus is to minimize student debt (Table 9-4). Each year the administration carefully evaluates debt trends, focusing on: (1) the percent who graduate without student loan debt, and (2) average loan debt (for those who borrow).

For the period 2008-09 to 2016-17, the percent **who do not borrow** student loans (e.g., those without student loan debt) increased from 35 to 43%—a positive indicator of enhanced financial aid. At the same time, the average amount borrowed at graduation continued to drop from a high point of \$27,578 in 2010-11 to \$25,994 for 2016-17.

Year of Graduation	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of Graduates	6,542	6,758	6,861	7,439	7,420	7,387	7,382	7,507	7,594
% with NO Debt	35%	36%	34%	36%	37%	38%	40%	43%	43%
<b>Student Loan Debt (for students with debt excluding PLUS parent loans)</b>									
Average	\$25,433	\$26,348	\$27,086	\$27,578	\$27,158	\$26,406	\$26,091	\$26,068	\$25,994
Median	\$23,455	\$23,503	\$24,337	\$24,646	\$24,594	\$24,433	\$24,000	\$23,318	\$23,009

Table 9-4. Student Loan Debt (for those with debt) Twin Cities Campus Bachelor's Degree Recipients

Finally, Figure 9-1 shows for the period 2000 through 2017 with Minnesota resident long-term trends on total University scholarships/grants, total student loans, resident tuition rate, and fall enrollments. Minnesota resident enrollment grew in the early 2000s but has remained stable. Total student loans borrowed by Minnesota residents peaked in 2011-12 but has declined even as tuition rates increased. Even though resident tuition rates grew by 185% since 2000, total scholarship dollars given to Minnesota residents has increased by 385%. A similar resident tuition pattern would be found at many of the UMTC's peer institutions.

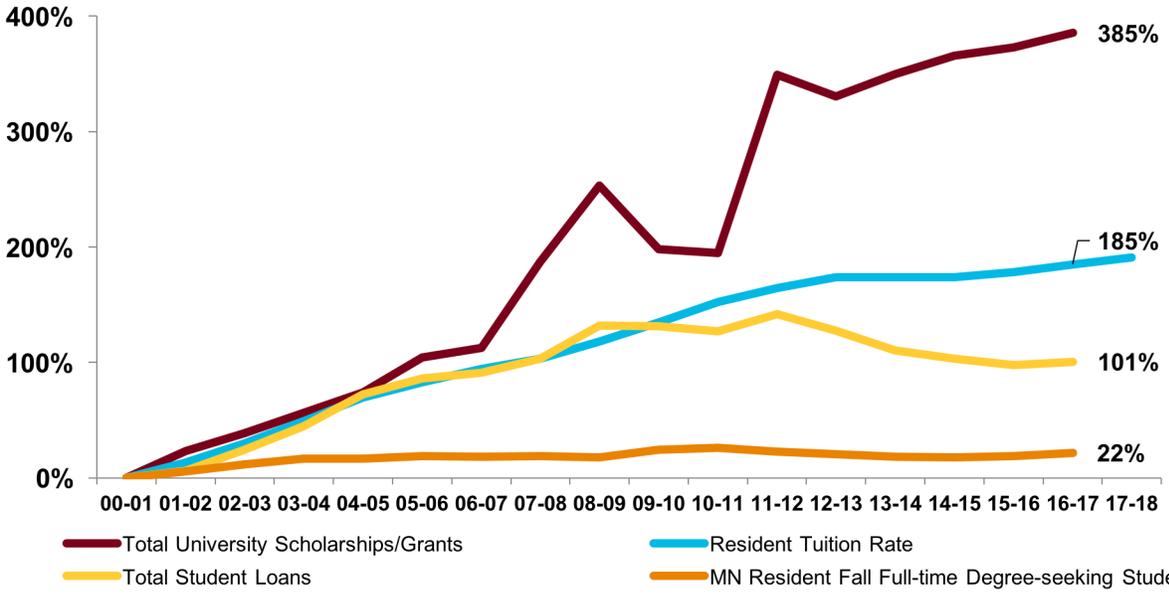


Figure 9-1. Twin Cities Undergraduate Minnesota Resident Total Amount University Scholarship and Total Amount Student Loans Change Since 2000



## **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 2020-21.

### **STEM definition**

For federal reporting purposes, each degree program at the University of Minnesota (and other institutions) is assigned a six-digit Classification of Instructional Program (CIP) code representing its field of study. The first two digits of that code represent the broadest categorization of fields. The University of Minnesota uses the following two-digit CIP codes to represent STEM:

- 01: Agriculture, Agriculture Operations, and Related Sciences
- 03: Natural Resources and Conservation
- 04: Architecture and Related Services
- 11: Computer and Information Sciences and Support Services
- 14: Engineering
- 15: Engineering Technologies and Technicians
- 26: Biological and Biomedical Sciences
- 27: Mathematics and Statistics
- 40: Physical Sciences
- 41: Science Technologies/Technicians
- 51: Health Professions and Related Programs

Given the enrollment growth in several of the UMTC colleges that focus on STEM (CBS, CSE, and CFANS), the number of STEM graduates has been increasing (Figure 10-1). In 2017, there were 3,519 STEM graduates, up from 2,240 a decade ago.

The State of Minnesota has established a series of legislative metrics for the entire University of Minnesota system. Three of these involve undergraduate student success and one specifically sets targets for STEM degree production. The most recent legislative target required the U of M system to increase STEM graduates by 2% over the period 2014-16, which was achieved.

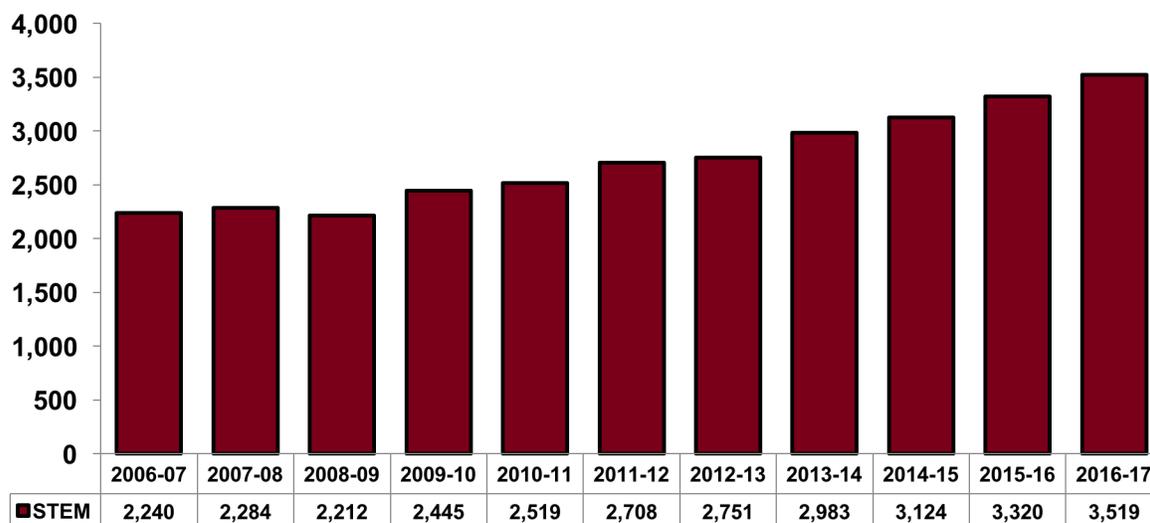


Figure 10-1. Twin Cities Campus Baccalaureate STEM Degrees Awarded

## Career Services

U of M students are a vital talent source for the state, and it is in the best interests of the state, the University, and the students to offer high-quality career services. University students have a variety of career-related services available to assist them with securing internships, finding job prospects, preparing for job interviews, and more. According to the recent alumni survey, career skill development is one of the most important areas of the student experience.

Students and alumni have lifetime access to GoldPASS — a professional job, internship, and volunteer database. In April 2018, a new GoldPASS platform will make finding opportunities faster and easier for students, alumni and employers. GoldPASS, powered by Handshake, marks the latest effort to position U of M students and alumni to be successful when starting their careers. Carlson School undergraduate students, MBA students and Law School students have their own platforms as well.

Each college on the Twin Cities campus has its own career services office in order to cater services and more effectively meet the unique needs of different student populations. The Office for Student Affairs also supports Career Services Administration (CSA), which works centrally to coordinate campus efforts. In addition to the online platforms, students benefit from career counseling, resume and cover letter review, career events, mock interviews, career courses, information sessions, and site visits.

## Employer Survey Results

In the spring of 2016, CSA administered an employer survey. More than 1,600 responses were submitted. Employers said U of M students had strong employment attributes, especially: ability to learn new ideas quickly; ability to function effectively as a team member; ability to appreciate and interact with individuals different from yourself; creative/innovative thinking; effective interpersonal communication; and critical / analytical thinking. These particular competencies

align well with employers' rating of career competencies as reported by the National Association of Colleges & Employers (NACE) in 2017.

### **Preparing Students for Graduate and Professional Education**

While the majority of University of Minnesota graduates move immediately into the workforce after graduation, the University also contributes significantly to meeting the needs of the state, region, nation, and world for workers with advanced skills by preparing undergraduates for graduate and professional studies. Examining a snapshot of graduates from the previous five years in the fall of 2017, more than 20% of UMTC baccalaureate graduates had enrolled in graduate or professional programs across more than 550 institutions. Just over 40% of those students enrolled in UMTC graduate or professional programs, and nearly 20% enrolled at other Minnesota institutions.



## **Priorities for 2018-19 Academic Year:**

The Strategic Enrollment Management Committee will focus on the following topics for the 2018-19 academic year. Topics include:

- International recruiting and international strategy (explore possible increase 1-2% of enrollees)
- Discounting Strategy for non-resident/non-reciprocity students
- Reciprocity strategy
- Closing gaps on diversity experience and student success
- Professional degrees and impact on undergraduate education
- Specific college enrollment strategies
- Evaluation of Bachelor of Arts and Bachelor of Science degrees
- Role of Gateway courses on student success and degree progress
- Transfer student experience strategy
- Use of mid-term alerts
- Enhanced marketing strategy on progress at the U on student success metrics and the value of a University of Minnesota degree



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## **Appendix**

### **Historical Context About the University of Minnesota Twin Cities**

#### **The Research University**

Faculty and staff are often asked this question by prospective students, “What are the advantages of studying at a research university?” The answer is straightforward. Our faculty members are the creators of knowledge, and their teaching draws upon their latest research and creative activity. Our faculty write award-winning academic articles and books, develop and execute profound scientific experiments, dazzle the world with new engineering marvels, and create original works of art. At the same time, our faculty are achieving national and international recognition for their high-quality teaching and mentoring of our outstanding graduate and undergraduate students. From such faculty, a student can acquire not only understanding of the content of a discipline and the field's leading edge, but also the excitement of actively pushing the frontiers of knowledge.

Each year, over 600 undergraduate students work one-on-one with a faculty member on research projects, through our Undergraduate Research Opportunities Program (UROP). Such experiences build our students’ writing, analytical, and organizational skills. We are the research university in the state, and education and research are inexorably linked on our campus. Excellence in research is required for outstanding graduate education, and excellent graduate students are necessary for faculty to maintain a first-rate research agenda.

#### **The Land Grant Mission**

As a land grant institution, we have a mission to serve the State of Minnesota and to apply our knowledge to societal problems. As such, we greatly value our students’ opportunities for service learning, internships, and other learning experiences with public agencies, private companies, arts organizations, and other non-profit organizations. We have a remarkable number of these opportunities given our Twin Cities location, with multiple government agencies and many major companies that hire U of M students as interns or permanent employees after graduation.

#### **The Twin Cities Metropolitan Area and State Capital**

The Twin Cities Metropolitan Region is a cultural, educational, and economic center in the upper Midwest. Noted for its diverse and thriving economic community with a strong business environment, the Twin Cities also is known as a nationally-renowned cultural center with many types of theatres (the University maintains a joint BFA program with the Guthrie Theatre), a range of museums, two major orchestras, and a vibrant music scene, and a physical environment noted for its many parks, lakes, bicycle paths, rivers, and all-seasons of activities. Given this rich environment, the Twin Cities is a very special place to study and live, whether you are a freshman studying art history, a Ph.D. student in chemical engineering, a business professional pursuing an MBA, or a medical student.

## The Student Experience

The University of Minnesota student experience is distinctive due to its unique position in the world of public higher education:

- The University is the state's only **research (R1) university** and one of the very best research universities in the nation. It is one of the few research campuses nationally that has both an academic health center with a major medical school and agricultural programs with an extension service.
- We are the public **land grant** university for the State of Minnesota.
- We reside in the **state capital**, which provides many opportunities for internships and research opportunities with state agencies such as the Department of Natural Resources, Department of Transportation, and Department of Public Health.
- We reside in a thriving **metropolitan area**, with a stable economy, remarkable natural beauty, and a vibrant social and cultural environment. The Twin Cities is often ranked at the very top in terms of quality of life with a thriving business community, including the headquarters of 21 Fortune 500 corporations.

A committee was formed in summer of 2010 and was co-chaired by the Vice Provost and Dean of Undergraduate Education and the Vice Provost and Dean of Graduate Education. The charge of the committee was to take a comprehensive look at Twin Cities campus enrollments and develop proposals for comprehensively managing enrollments in the long term.

### General Enrollment Management Principles (2011 report)

The committee framed its work by developing a set of general principles that apply to all levels of students—undergraduate, graduate, and professional, and then developed specific principles that also apply to each of the three groups individually.

The committee discussed the definitions of undergraduate and defined it as follows:

**Undergraduate:** Students pursuing programs leading to associate or bachelor degrees.

1. Maintain affordability. The University must remain affordable to a broad cross-section of students from Minnesota, from across the United States, and from all parts of the world.
2. 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.
3. 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 very high quality education to our students.

4. 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.
5. 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.
6. 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.
7. Maintain adequate tuition revenues. The University should adjust enrollments, programs, and tuition to maintain revenue to adequately support student needs, academic priorities, and high program quality.
8. 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.
9. 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.
10. Maintain opportunities for transfer students. Educating transfer students is an important and integral part of the University's mission. The University 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.
11. Partner with other state systems but retain our unique mission. The University should partner with other higher education systems to advance the state's common agenda, but maintain its distinctive mission within the state to provide its students with the opportunities and benefits of attending a world-class research institution.

## University of Minnesota Board of Regents Progress Cards (2017)

UNIVERSITY OF MINNESOTA  
Driven to Discover™

### Progress Card: Gold Measures

- Well understood and agreed upon data sources
- Able to set a quantifiable goal for 2021
- Reasonable historic data and accuracy
- University can take action to influence

Entering year	Campus	2010	2011	2012	2013	Goal/Year
4-year graduation rate	Crookston	42.5%	44.5%	46.5%	46.2%	45%/2017 cohort
	Duluth	38.2%	39.0%	38.9%	40.9%	45%/2017 cohort
	Morris	53.4%	52.6%	54.3%	48.9%	60%/2017 cohort
	Rochester	50.0%	63.1%	56.4%	60.0%	60%/2017 cohort
	Twin Cities	60.9%	63.3%	65.2%	68.4%	65%/2017 cohort
Entering year		2008	2009	2010	2011	Goal/Year
6-year graduation rate	Crookston	51.7%	48.4%	56.7%	58.9%	60%/2015 cohort
	Duluth	65.5%	66.5%	64.7%	65.1%	68%/2015 cohort
	Morris	73.5%	68.1%	69.1%	64.1%	80%/2015 cohort
	Rochester	NA	60.0%	62.0%	69.4%	60%/2015 cohort
	Twin Cities	78.7%	77.6%	78.9%	80.6%	82%/2015 cohort
Entering year		2010	2011	2012	2013	Goal/Year
4-year graduation rates of Pell-eligible students	System	43.9%	45.4%	47.4%	50.9%	54%/2017 cohort
		2014-15	2015-16	2016-17	2017-18	Goal
Freshman average ACT	Twin Cities	27.9	28.2	28.3	28.4	>28.0
		2012-13	2013-14	2014-15	2015-16	Goal/Year
Institutional gift aid	System	\$216M	\$223M	\$233M	\$246M	\$275M/2021
		FY2013	FY2014	FY2015	FY2016	Goal/Year
R&D expenditures	Twin Cities	\$858M	\$877M	\$881M	\$910M	\$900M/2021
		FY2013	FY2014	FY2015	FY2016	Goal/Year
Medical School ranking	Twin Cities/ Duluth	27	30	32	34	Top 20/2021
		2010-11	2011-12	2012-13	2013-14	Goal/Year
Faculty awards (N and Rank: Public Universities)	Twin Cities	25 (10th)	33 (5th)	32 (6th)	26 (8th)	35+ (Top 10)/2021
		2013	2014	2015	2017	Goal/Year
% Participation, Employee Engagement Survey	System	57%	64%	67%	71%	72%/2021
		FY2014	FY2015	FY2016	FY2017	Goal/Year
Op Ex—continued progress on \$90M	System	\$18.8M	\$38.3M	\$53.8M	\$68.4M	\$90M/FY19

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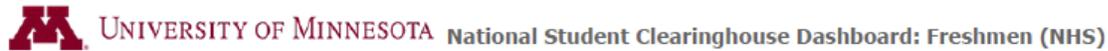
## Maroon Measures

Strategic Focus	Campus	Performance Drivers/Outcomes	2011	2012	2013	2014	Goal
Undergraduate Education	Twin Cities	Twin Cities transfer student 3-year graduation rate	62.5%	61.4%	62.4%	64.6%	>65%
			2013-14	2014-15	2015-16	2016-17	Goal
Graduate Education	Twin Cities/Duluth	Graduate and professional degrees awarded	5,294	5,305	5,184	5,372	>5250
			2012-13	2013-14	2014-15	2015-16	Goal
Financial Accessibility	System	Median undergraduate debt at graduation	\$24,880	\$24,854	\$24,776	\$24,645	Grow no faster than CPI; Correct for federal/state policy changes
			2013	2014	2015	2017	Goal
Inclusive Success	Twin Cities	Students of color with a favorable sense of belonging on campus (SERU survey)	59.2%	57.5%	57.3%	52.3%	Match to non-SOC response (currently 65.4%)
			2013	2014	2015	2016	Goal
Serving Minnesota Students	System	Percent of incoming new (and all currently enrolled undergraduate) students who are Minnesota high school graduates	72.3% (71.9%)	71.0% (71.4%)	70.0% (71.0%)	70.6% (71.1%)	Maintain historical access
	System	Percent of Minnesota high school graduates that elect to attend college in Minnesota and enroll at the U of M as freshmen	16.2%	16.7%	16.6%	18.7%	Maintain historical access
			2013-14	2014-15	2015-16	2016-17	Goal
Health Sciences	Twin Cities/Duluth/Rochester	Enrollment in in-demand health science specialties (Nursing, Pharmacy, Dentistry)	2,000	2,051	2,085	2,072	>2,100
	Twin Cities/Duluth/Rochester	The total combined fall enrollments in the Academic Health Center schools and the AHC Center for Allied Health	6,292	6,194	6,198	6,316	>6,350
			2013-14	2014-15	2015-16	2016-17	Goal
Research	Twin Cities	National public research ranking	9	8	8	8	Maintain top 10
	System	MN-IP agreements	51	69	81	72	10% annual growth
			2012-13	2013-14	2014-15	2015-16	Goal
Land Grant Mission	System	Public service expenditures	\$249M	\$253M	\$248M	\$258M	>\$245M
			2011-12	2012-13	2013-14	2014-15	Goal
Academic Excellence	Twin Cities	Citations per faculty member	127	126	124	133	>125
			2000-05	2005-10	2010-15	Goal	
	System	National scholarships awarded to students		31	52	75	>80 from 2015-2020
			FY2013	FY2014	FY2015	FY2016	Goal
Operational Excellence	System	Spending on leadership & oversight vs. mission and mission support (%)	8.3%	8.1%	8.1%	8.3%	Decrease over time
	System	GSF in poor or critical condition (facility condition assessment)	7.61M	7.73M	8.32M	8.43M	Decrease over time
	System	Sustainability—Metric tons of greenhouse gasses (2008 base level: 703,311)	626,599	603,504	592,269	571,595	50% reduction from 2008 levels by 2021 (351,656)
	System	Credit rating	Aa1	Aa1	Aa1	Aa1	Maintain per Board policy
			2003-06	2004-07	2005-08	2006-09	Goal
Athletics	Twin Cities	Graduation Success Rate (GSR)	83.6%	86.2%	88.2%	90.2%	Maintain recent gains

# 1. Plan for modest undergraduate growth over the next five-year period.

## Admissions Competitor Set By College:

### Carlson School of Management



#### Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20	UNIVERSITY OF MINNESOTA-TWIN CITIES	532	499	547	553	585	2,716	All
Institutions	UNIVERSITY OF WISCONSIN - MADISON	187	186	199	206	248	1,026	Admitted College
	UNIVERSITY OF ILLINOIS @ URBANA	54	62	65	90	99	370	CSOM
	INDIANA UNIVERSITY BLOOMINGTON	28	62	47	73	109	319	Race/Ethnicity
	UNIVERSITY OF ST THOMAS	24	22	39	38	34	157	All
	THE OHIO STATE UNIVERSITY	14	17	18	27	29	105	ACT Score
	UNIVERSITY OF MICHIGAN	11	14	17	19	20	81	All
	UNIVERSITY OF IOWA	11	12	13	20	24	80	Show Top N Institut..
	MIAMI UNIVERSITY	9	9	11	21	19	69	20
	UNIVERSITY OF NEBRASKA-LINCOLN	9	11	14	14	13	61	
	BOSTON COLLEGE	10	6	11	10	16	53	
	MARQUETTE UNIVERSITY	8	16	10	11	6	51	Include UMNTC in Li..
	UNIVERSITY OF TEXAS AT AUSTIN	8	6	7	9	18	48	All
	IOWA STATE UNIVERSITY	8	12	8	8	11	47	
	CREIGHTON UNIVERSITY	4	5	8	11	18	46	Expand or Collapse L..
	UNIVERSITY OF SOUTHERN CALIFORNIA	5	7	7	8	19	46	Collapse
	UNIVERSITY OF MISSOURI-COLUMBIA	7	6	14	10	8	45	Major (Acad Plan)
DEPAUL UNIVERSITY	8	4	11	13	8	44	All	
NEW YORK UNIVERSITY	9	2	7	11	13	42	Major (Sub Plan)	
Others	Others	291	310	354	492	629	2,076	All

### College of Biological Sciences



#### Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20	UNIVERSITY OF MINNESOTA-TWIN CITIES	450	511	502	532	589	2,584	All
Institutions	UNIVERSITY OF WISCONSIN - MADISON	275	269	282	285	322	1,433	Admitted College
	UNIVERSITY OF ILLINOIS @ URBANA	36	43	50	57	65	251	CBS
	UNIVERSITY OF IOWA	14	23	15	37	52	141	Race/Ethnicity
	MARQUETTE UNIVERSITY	23	35	22	27	17	124	All
	ST OLAF COLLEGE	28	26	26	17	25	122	ACT Score
	UNIVERSITY OF ST THOMAS	16	14	26	29	25	110	All
	UNIVERSITY OF MICHIGAN	14	14	11	20	32	91	
	IOWA STATE UNIVERSITY	20	17	18	18	16	89	Show Top N Institut..
	THE OHIO STATE UNIVERSITY	8	12	14	22	33	89	20
	LOYOLA UNIVERSITY CHICAGO	13	17	12	15	28	85	
	UNIVERSITY OF CALIFORNIA-LOS ANGEL..	5	16	12	26	22	81	Include UMNTC in Li..
	WASHINGTON UNIVERSITY	14	12	16	18	17	77	All
	UNIVERSITY OF CALIFORNIA - BERKELEY	10	10	12	20	23	75	
	NORTHWESTERN UNIVERSITY	15	10	14	14	20	73	Expand or Collapse L..
	UNIVERSITY OF WISCONSIN - LA CROSSE	9	17	13	9	20	68	Collapse
	SAINT LOUIS UNIVERSITY	6	13	18	13	14	64	Major (Acad Plan)
UNIVERSITY OF NEBRASKA-LINCOLN	8	14	19	14	9	64	All	
UNIVERSITY OF CALIFORNIA-SAN DIEGO	4	8		25	22	59	Major (Sub Plan)	
Others	Others	459	593	600	778	944	3,374	All

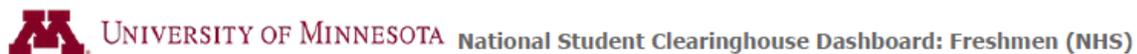
## College of Design



### Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20 Institutions	UNIVERSITY OF MINNESOTA-TWIN CITIES	222	213	220	249	254	1,158	All
	UNIVERSITY OF WISCONSIN - MADISON	35	34	33	20	29	151	Admitted College
	IOWA STATE UNIVERSITY	23	17	25	21	27	113	CDES
	UNIVERSITY OF ILLINOIS @ URBANA	23	15	18	16	26	98	Race/Ethnicity
	UNIVERSITY OF WISCONSIN - MILWAUK..	12	20	11	8	11	62	All
	UNIVERSITY OF WISCONSIN - STOUT	11	16	10	12	10	59	ACT Score
	NORTH DAKOTA STATE UNIVERSITY	13	11	10	9	11	54	All
	UNIVERSITY OF KANSAS	5	5	11	2	11	34	Show Top N Institut..
	UNIVERSITY OF ST THOMAS	10	5	5	1	10	31	20
	UNIVERSITY OF NEBRASKA-LINCOLN	7	6	8	3	6	30	
	UNIVERSITY OF MINNESOTA-DULUTH U..	4	5	7	8	5	29	
	CALIFORNIA POLYTECHNIC STATE UNIVE..	6	6	4	4	5	25	Include UMNTC in Li..
	PENNSYLVANIA STATE UNIVERSITY	1	4	5	4	7	21	All
	ARIZONA STATE UNIVERSITY	3	4	5	5	3	20	
	UNIVERSITY OF IOWA	4	3	6	1	5	19	Expand or Collapse L..
	INDIANA UNIVERSITY BLOOMINGTON	5	5	2	4	2	18	Collapse
	THE OHIO STATE UNIVERSITY	2	6	5	2	3	18	Major (Acad Plan)
	UNIVERSITY OF MICHIGAN	3	2	6	2	5	18	All
UNIVERSITY OF ILLINOIS AT CHICAGO	1	3	4	5	4	17	Major (Sub Plan)	
Others	Others	157	178	213	196	210	954	All

## College of Education and Human Development



### Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20 Institutions	UNIVERSITY OF MINNESOTA-TWIN CITIES	445	435	431	458	485	2,254	All
	UNIVERSITY OF WISCONSIN - MADISON	93	90	103	78	91	455	Admitted College
	UNIVERSITY OF ILLINOIS @ URBANA	28	28	28	40	33	157	EHD
	UNIVERSITY OF ST THOMAS	21	19	32	29	16	117	Race/Ethnicity
	UNIVERSITY OF WISCONSIN - LA CROSSE	27	29	16	23	20	115	All
	UNIVERSITY OF MINNESOTA-DULUTH U..	19	14	33	18	30	114	ACT Score
	UNIVERSITY OF WISCONSIN - EAU CLAIRE	17	12	10	15	20	74	All
	MARQUETTE UNIVERSITY	12	11	19	21	9	72	Show Top N Institut..
	ST. CATHERINE UNIVERSITY	9	12	16	9	18	64	20
	UNIVERSITY OF IOWA	10	9	9	13	19	60	
	IOWA STATE UNIVERSITY	10	11	13	11	12	57	
	AUGSBURG COLLEGE	15	14	7	7	13	56	Include UMNTC in Li..
	COLLEGE OF SAINT BENEDICT	16	13	5	11	10	55	All
	MINNESOTA STATE UNIVERSITY - MANK..	8	14	15	5	11	53	
	INDIANA UNIVERSITY BLOOMINGTON	10	12	3	10	15	50	Expand or Collapse L..
	UNIVERSITY OF NEBRASKA-LINCOLN	7	11	9	7	16	50	Collapse
	ST CLOUD STATE UNIVERSITY	6	5	14	9	11	45	Major (Acad Plan)
	ILLINOIS STATE UNIVERSITY	7	11	5	11	10	44	All
WINONA STATE UNIVERSITY	7	7	10	8	10	42	Major (Sub Plan)	
Others	Others	300	363	327	399	459	1,848	All

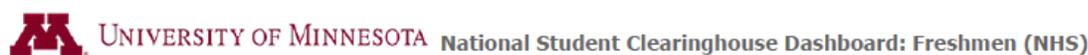
## College of Food, Agriculture and Natural Resource Sciences



### Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20 Institutions	UNIVERSITY OF MINNESOTA-TWIN CITIES	301	315	320	338	336	1,610	All
	UNIVERSITY OF WISCONSIN - MADISON	83	73	82	73	92	403	Admitted College
	UNIVERSITY OF ILLINOIS @ URBANA	35	33	37	38	48	191	CFANS
	IOWA STATE UNIVERSITY	20	34	33	38	41	166	Race/Ethnicity
	NORTH DAKOTA STATE UNIVERSITY	13	15	20	11	17	76	All
	UNIVERSITY OF WISCONSIN - RIVER FALLS	14	12	14	10	20	70	ACT Score
	PURDUE UNIVERSITY - WEST LAFAYETTE	10	10	9	16	18	63	All
	SOUTH DAKOTA STATE UNIVERSITY	10	9	12	7	16	54	
	UNIVERSITY OF CALIFORNIA-DAVIS	7	8		20	17	52	Show Top N Institut..
	COLORADO STATE UNIVERSITY	1	12	12	15	10	50	20
	UNIVERSITY OF WISCONSIN - STEVENS POINT	9	10	11	5	13	48	
	UNIVERSITY OF ST THOMAS	11	7	8	7	12	45	Include UMNTC in Li..
	UNIVERSITY OF MISSOURI-COLUMBIA	14	7	6	10	4	41	All
	MICHIGAN STATE UNIVERSITY	5	4	12	10	8	39	
	THE OHIO STATE UNIVERSITY	5	5	6	8	13	37	Expand or Collapse L..
	UNIVERSITY OF NEBRASKA-LINCOLN	5	7	8	6	11	37	Collapse
	UNIVERSITY OF WISCONSIN - LA CROSSE	11	7	10	6	3	37	Major (Acad Plan)
PENNSYLVANIA STATE UNIVERSITY	1	1	12	8	12	34	All	
UNIVERSITY OF MINNESOTA-DULUTH U..	6	7	4	3	10	30	Major (Sub Plan)	
Others	Others	245	295	316	326	423	1,605	All

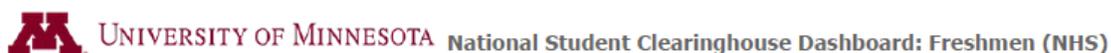
## College of Liberal Arts



### Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20 Institutions	UNIVERSITY OF MINNESOTA-TWIN CITIES	2,594	2,524	2,451	2,558	2,543	12,670	All
	UNIVERSITY OF WISCONSIN - MADISON	898	831	852	683	671	3,935	Admitted College
	UNIVERSITY OF ILLINOIS @ URBANA	194	243	218	272	287	1,214	CLA
	UNIVERSITY OF ST THOMAS	163	150	164	152	193	822	Race/Ethnicity
	UNIVERSITY OF IOWA	124	107	144	156	155	686	All
	UNIVERSITY OF MINNESOTA-DULUTH U..	109	129	142	117	162	659	ACT Score
	IOWA STATE UNIVERSITY	129	142	129	126	122	648	All
	MARQUETTE UNIVERSITY	117	83	85	97	80	462	
	UNIVERSITY OF WISCONSIN - EAU CLAIRE	77	60	83	88	69	377	Show Top N Institut..
	UNIVERSITY OF WISCONSIN - LA CROSSE	96	70	83	74	50	373	20
	ST OLAF COLLEGE	77	64	74	54	90	359	
	UNIVERSITY OF MISSOURI-COLUMBIA	90	62	73	79	52	356	Include UMNTC in Li..
	NORTH DAKOTA STATE UNIVERSITY	79	62	68	65	71	345	All
	LOYOLA UNIVERSITY CHICAGO	77	58	68	58	80	341	
	THE OHIO STATE UNIVERSITY	53	55	86	67	79	340	Expand or Collapse L..
	PURDUE UNIVERSITY - WEST LAFAYETTE	58	47	66	60	79	310	Collapse
	INDIANA UNIVERSITY BLOOMINGTON	40	55	61	67	61	284	Major (Acad Plan)
UNIVERSITY OF NEBRASKA-LINCOLN	48	55	65	54	60	282	All	
UNIVERSITY OF MICHIGAN	53	56	43	60	60	272	Major (Sub Plan)	
Others	Others	3,098	3,086	3,471	3,394	3,840	16,889	All

College of Science and Engineering



Number of UMNTC Admits by Institution Attended

		Admit Term					Grand Total	Home Location
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Top 20 Institutions	UNIVERSITY OF MINNESOTA-TWIN CITIES	970	1,047	1,059	1,074	1,085	5,235	All
	UNIVERSITY OF WISCONSIN - MADISON	375	366	403	344	394	1,882	Admitted College
	UNIVERSITY OF ILLINOIS @ URBANA	168	191	191	250	294	1,094	CSE
	IOWA STATE UNIVERSITY	85	83	84	85	118	455	Race/Ethnicity
	PURDUE UNIVERSITY - WEST LAFAYETTE	78	74	64	73	109	398	All
	UNIVERSITY OF MICHIGAN	29	41	37	43	83	233	ACT Score
	UNIVERSITY OF CALIFORNIA - BERKELEY	15	24	36	51	64	190	All
	THE OHIO STATE UNIVERSITY	26	29	29	49	42	175	Show Top N Institut..
	UNIVERSITY OF ST THOMAS	24	31	38	31	42	166	20
	GEORGIA INSTITUTE OF TECHNOLOGY	18	31	35	37	42	163	
	NORTHWESTERN UNIVERSITY	18	28	25	44	46	161	
	UNIVERSITY OF IOWA	29	15	24	29	40	137	Include UMNTC in Li..
	NORTH DAKOTA STATE UNIVERSITY	27	35	25	16	27	130	All
	UNIVERSITY OF NEBRASKA-LINCOLN	28	26	21	20	33	128	
	UNIVERSITY OF ALABAMA	10	19	24	35	36	124	Expand or Collapse L..
	UNIVERSITY OF TEXAS AT AUSTIN	11	20	18	28	29	106	Collapse
	UNIVERSITY OF CALIFORNIA-LOS ANGEL..	10	11	17	30	37	105	Major (Acad Plan)
CASE WESTERN RESERVE UNIVERSITY	17	14	20	25	28	104	All	
UNIVERSITY OF MINNESOTA-DULUTH U..	19	11	19	19	28	96	Major (Sub Plan)	
Others	Others	784	917	843	1,072	1,269	4,885	All

Source: National Student Clearinghouse

Not For Distribution - For Internal Planning Purposes Only

Fall 2018 NHS Enrollment Targets: President's Emerging Scholars (PES)

	CSOM	CEHD			CSE	CBS	CLA	CDES	CFANS	TOTAL
Total NHS Enrollment Target	580-600	455-480			1150	600-625	2,450	260-280	375-400	5,870-5,985
PES Program	PES	PES Only			PES	PES	PES	PES	PES	PES
PES Target	15	50	125	25	20	15	235	10	55	550

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

**RESOLUTION RELATED TO DIVERSITY IN UNDERGRADUATE EDUCATION ON THE TWIN CITIES CAMPUS:**

The following resolution was reviewed and supported by the Board of Regent in February 2018. This resolution will center much of the strategic enrollment initiatives in the coming months.

**WHEREAS**, Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action* states that “a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society”; and

**WHEREAS**, the Twin Cities campus strategic plan identifies diversity as a strategic necessity for advancing the University mission and enhancing academic excellence; and

**WHEREAS**, the University serves Minnesota by addressing the state’s most pressing problems including those related to ethnic, racial, and socio-economic disparities; and

**WHEREAS**, at its March 2016 meeting, the Board of Regents (Board) endorsed a five-year enrollment plan for the Twin Cities campus; and

**WHEREAS**, the African-American and Latinx populations in Minnesota are predicted to grow significantly over the next 30 years, with particularly high population concentrations in St. Paul and Minneapolis; and

**WHEREAS**, retention and graduation rates for African-American, Latinx, and American Indian students are below the average rates for undergraduate students on the Twin Cities campus; and

**WHEREAS**, African-American, Latinx, and American Indian students report lower satisfaction than the average of undergraduate students on the Twin Cities campus; and

**WHEREAS**, in March 2017, the Student Representatives to the Board of Regents recommended that the University collect and analyze disaggregated racial information from students in order to monitor and address the achievement gap; and

**WHEREAS**, in June 2017, the Board discussed increasing diversity in undergraduate enrollment at the Twin Cities campus.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Regents (Board) directs the president to increase diversity in undergraduate education on the Twin Cities campus in the following ways:

1. Enhance and measure efforts with the Minneapolis and St. Paul public high schools to increase participation in University-sponsored recruitment events held throughout the Twin Cities.
2. Record and evaluate, on an annual basis, the number of direct contacts with students, and the specific places where the University is recruiting.
3. Reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025 and establish a separate graduation rate goal for transfer students.
4. Collect, record, and monitor the rates for locally significant underrepresented populations not currently recorded, including but not limited to Hmong and East African populations in order to identify gaps in the four- and six-year graduation rates.
5. Improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates.

**BE IT FURTHER RESOLVED** that the president will report to the Board annually on these efforts, with the first report to the Mission Fulfillment Committee in December 2018.