

National trends

- Flagship campuses are becoming academically more competitive.
- R1 publics have placed renewed emphasis on the importance of undergraduate education.
- Public support for higher education has been eroding, fast.
- The cost of a college degree, and the supporting financial aid, have risen quickly.
- There is a national-level scrutiny on the need to improve graduation rates.
- Students are more career focused than in the past.
- Many freshmen arrive with college credits (AP, PSEO, College in the Schools). Some arrive as juniors.



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Undergraduate Education: Mission

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,

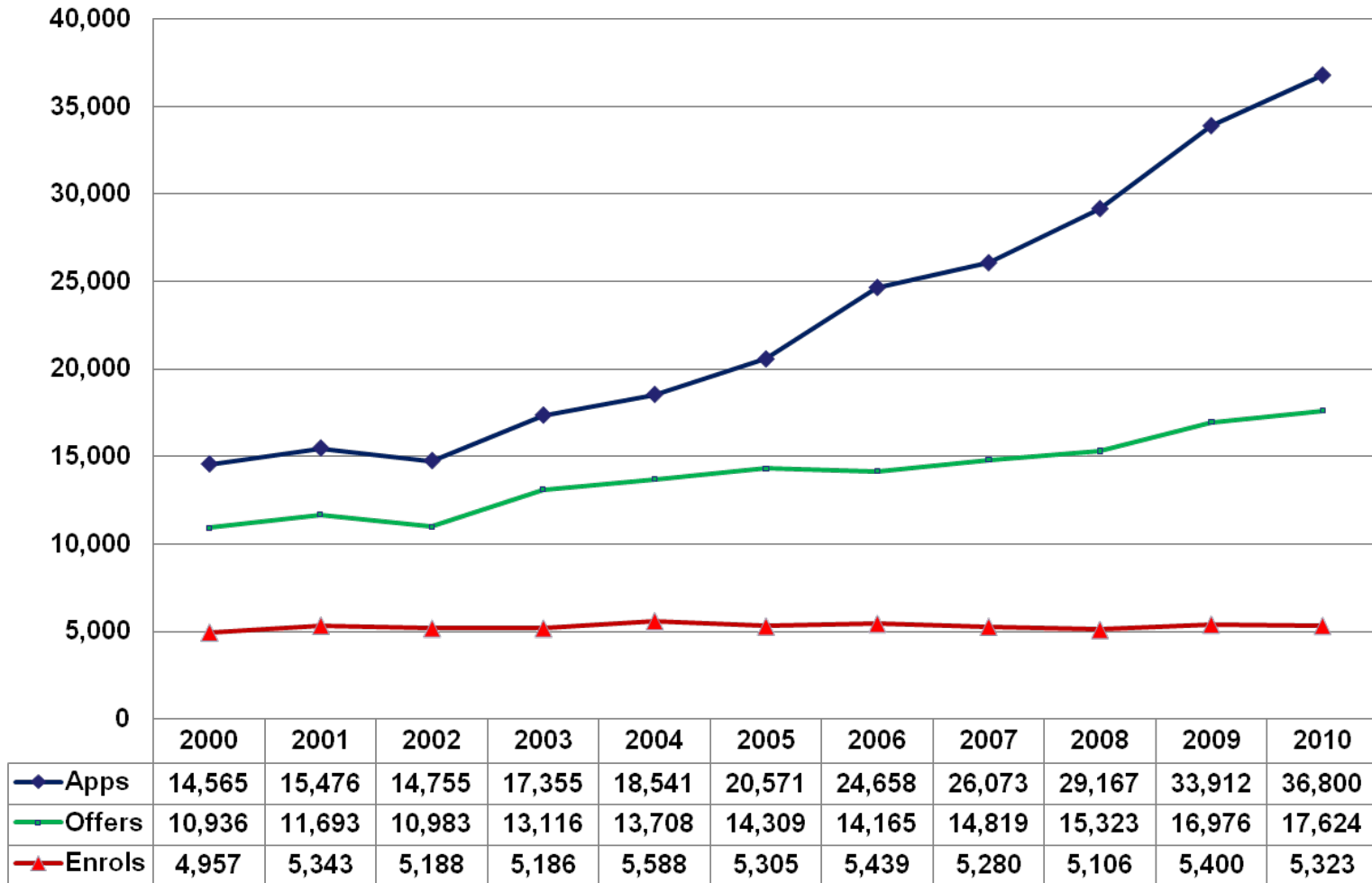
to prepare students for challenging and productive careers, positions of leadership in our society, graduate or professional education and lifelong learning.



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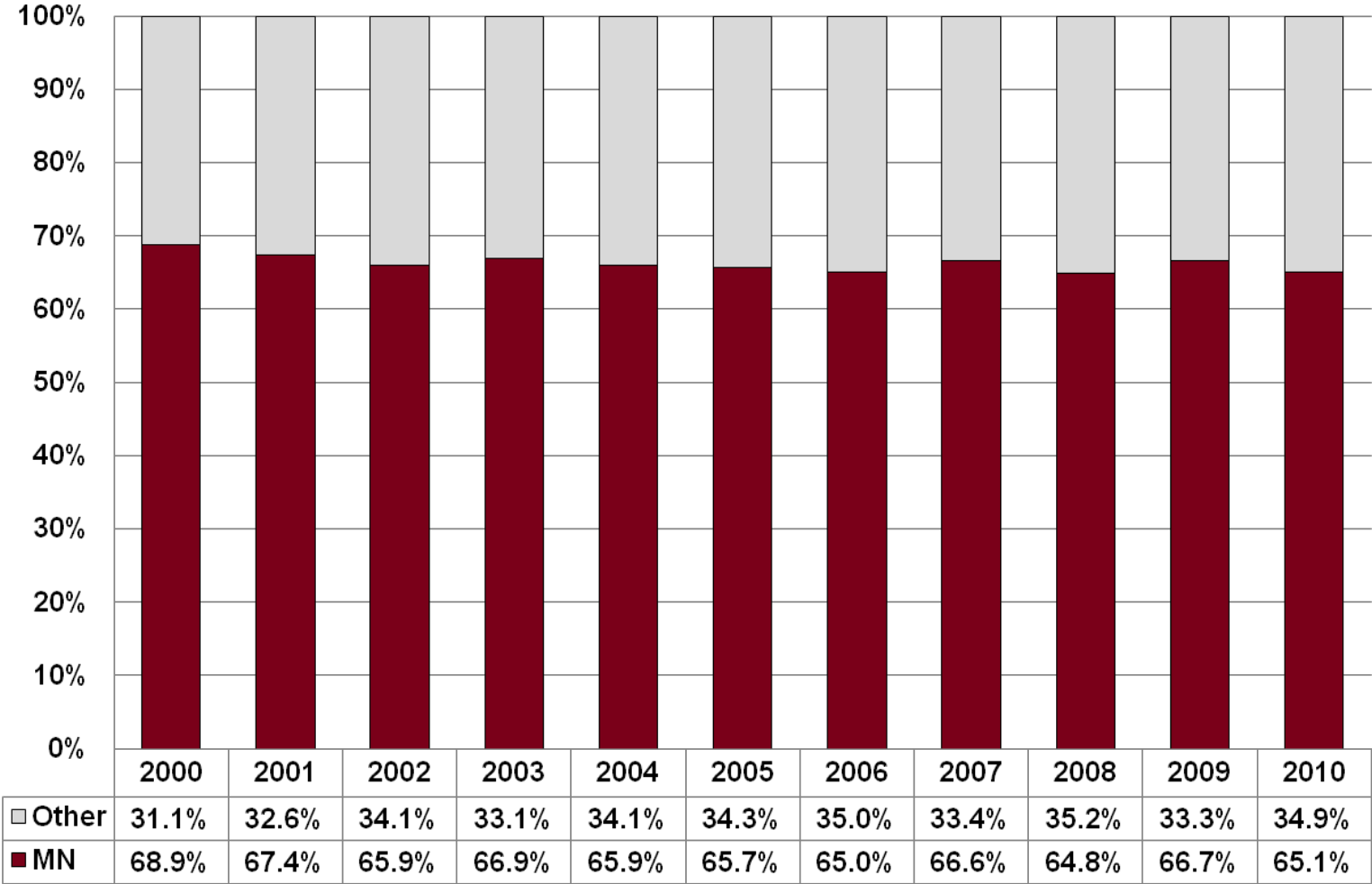
UMTC Freshman Applicants, Offers, and Enrollees



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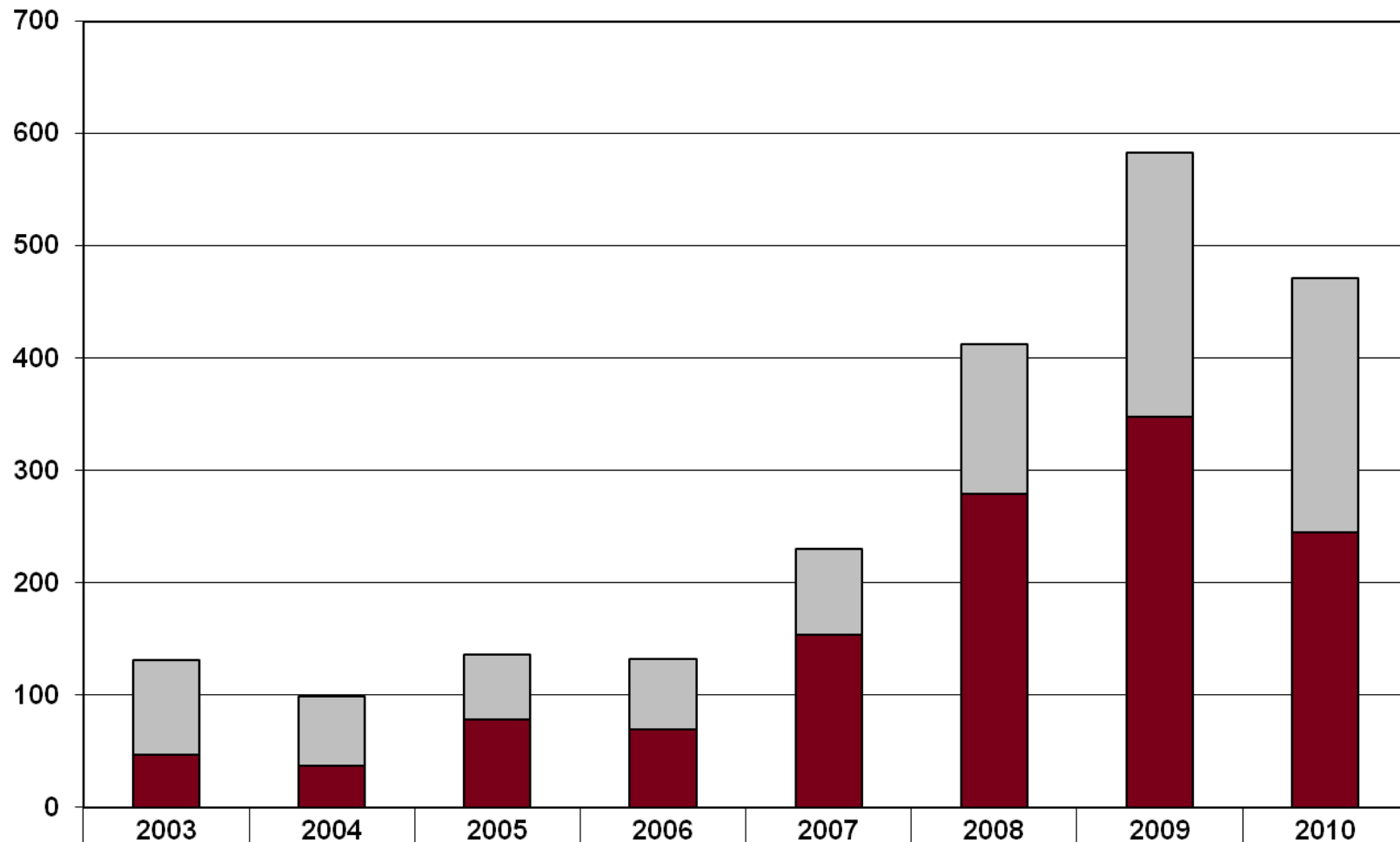
Percentage of UMTC Freshmen from MN High Schools



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New International Undergraduates



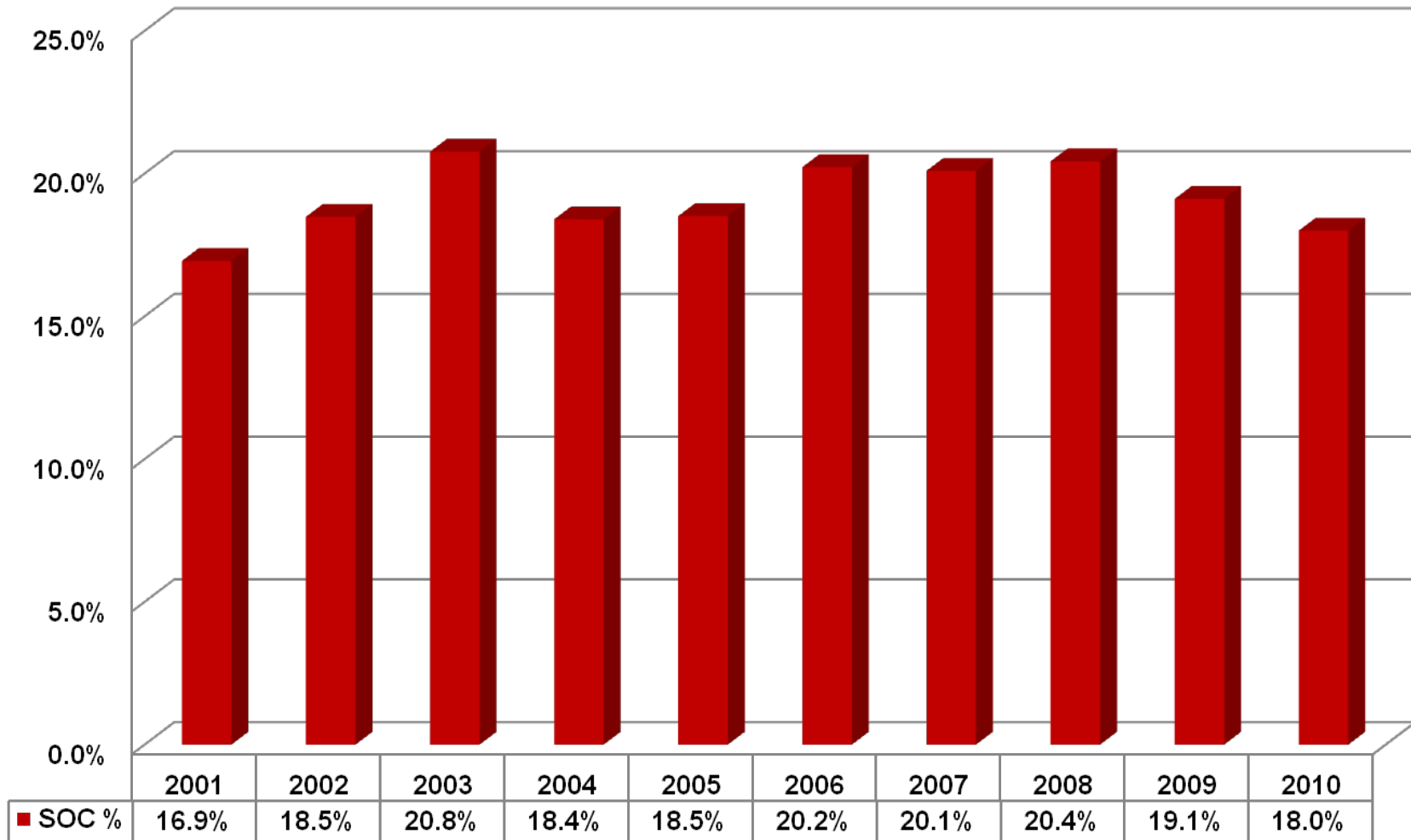
■ Transfers	84	62	57	62	76	134	235	227
■ Freshmen	47	37	79	70	154	279	348	245



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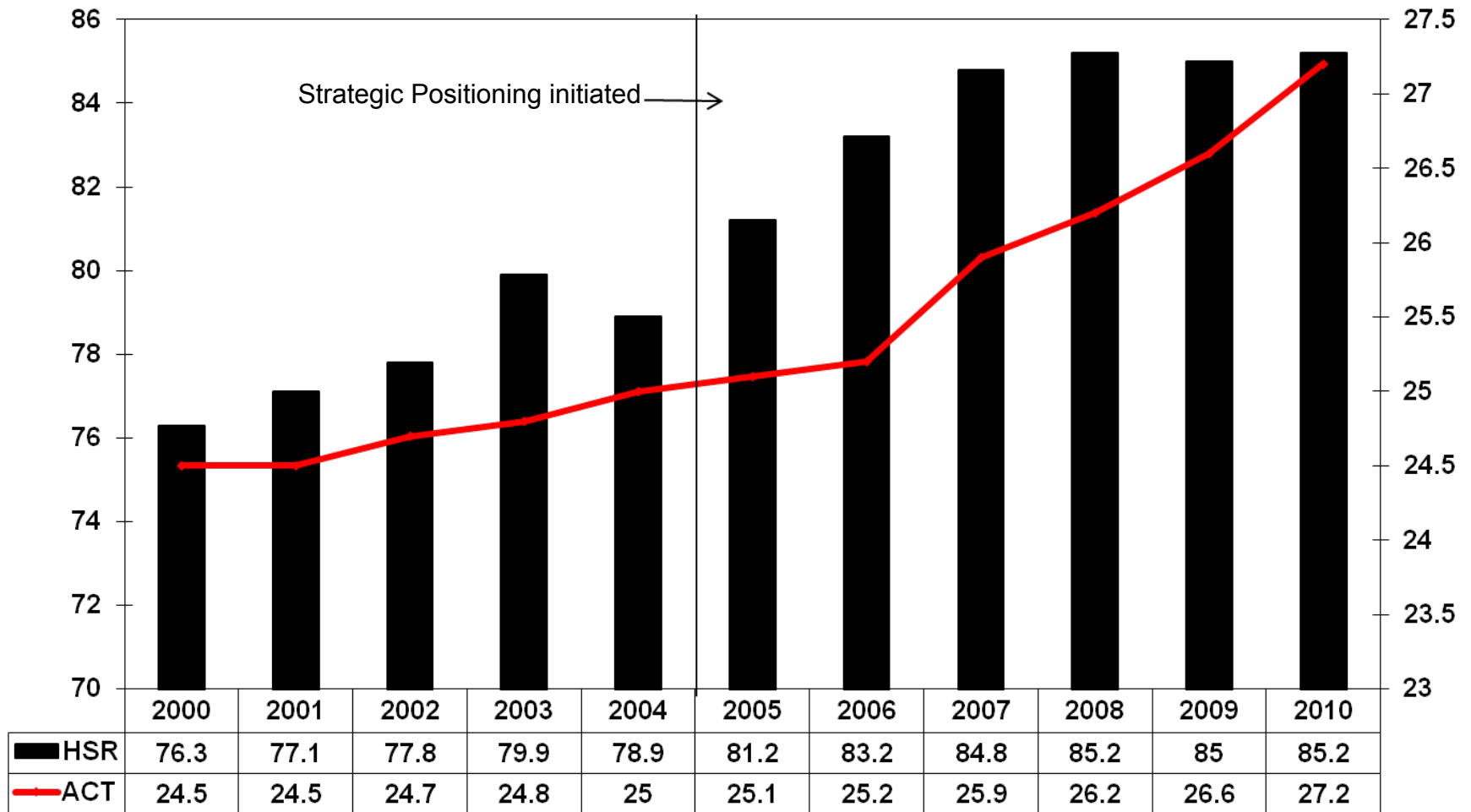
New Freshman Student of Color Percentage, Twin Cities Campus



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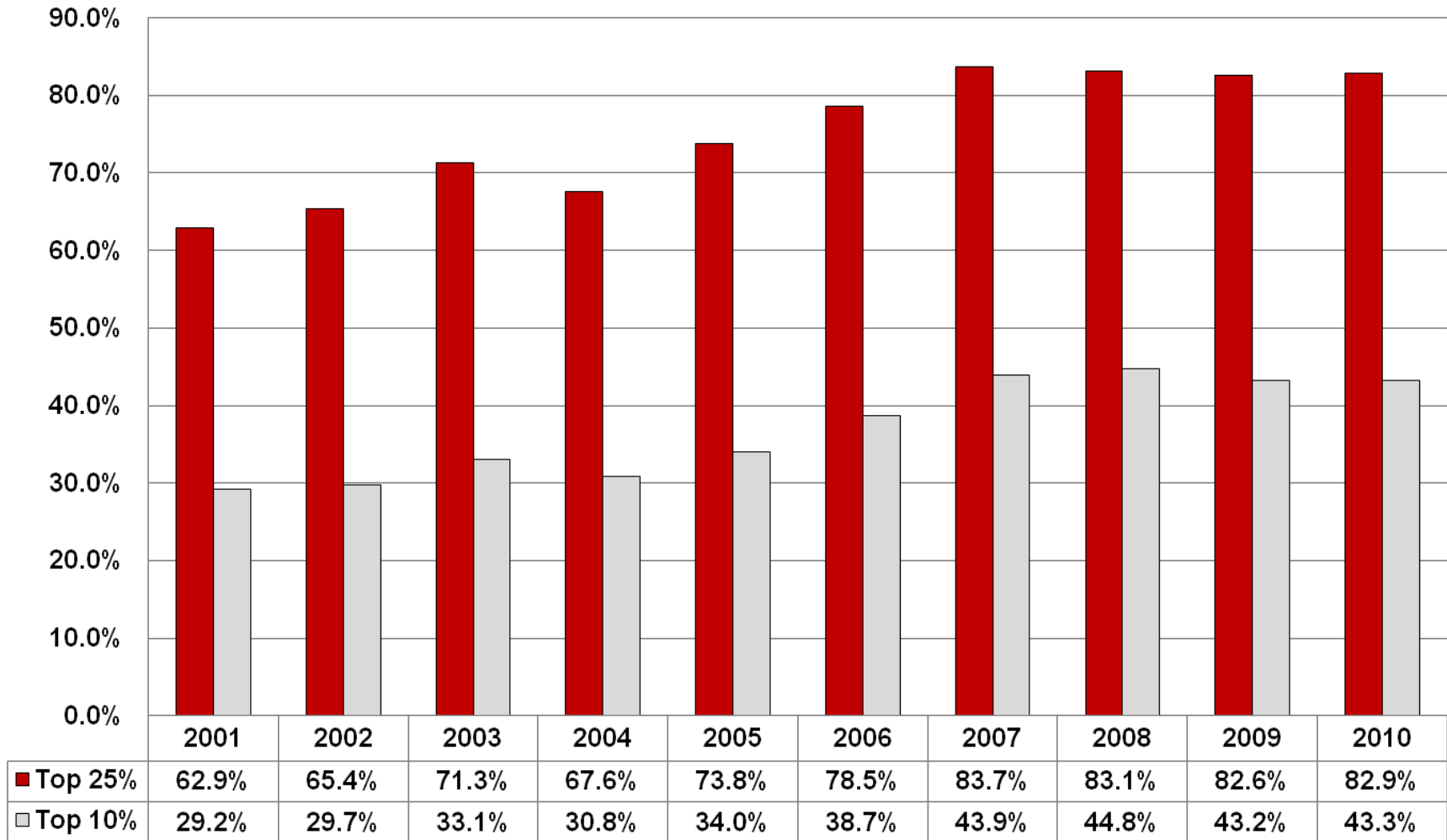
Average ACT Composite and High School Rank of Twin Cities Campus New Freshmen



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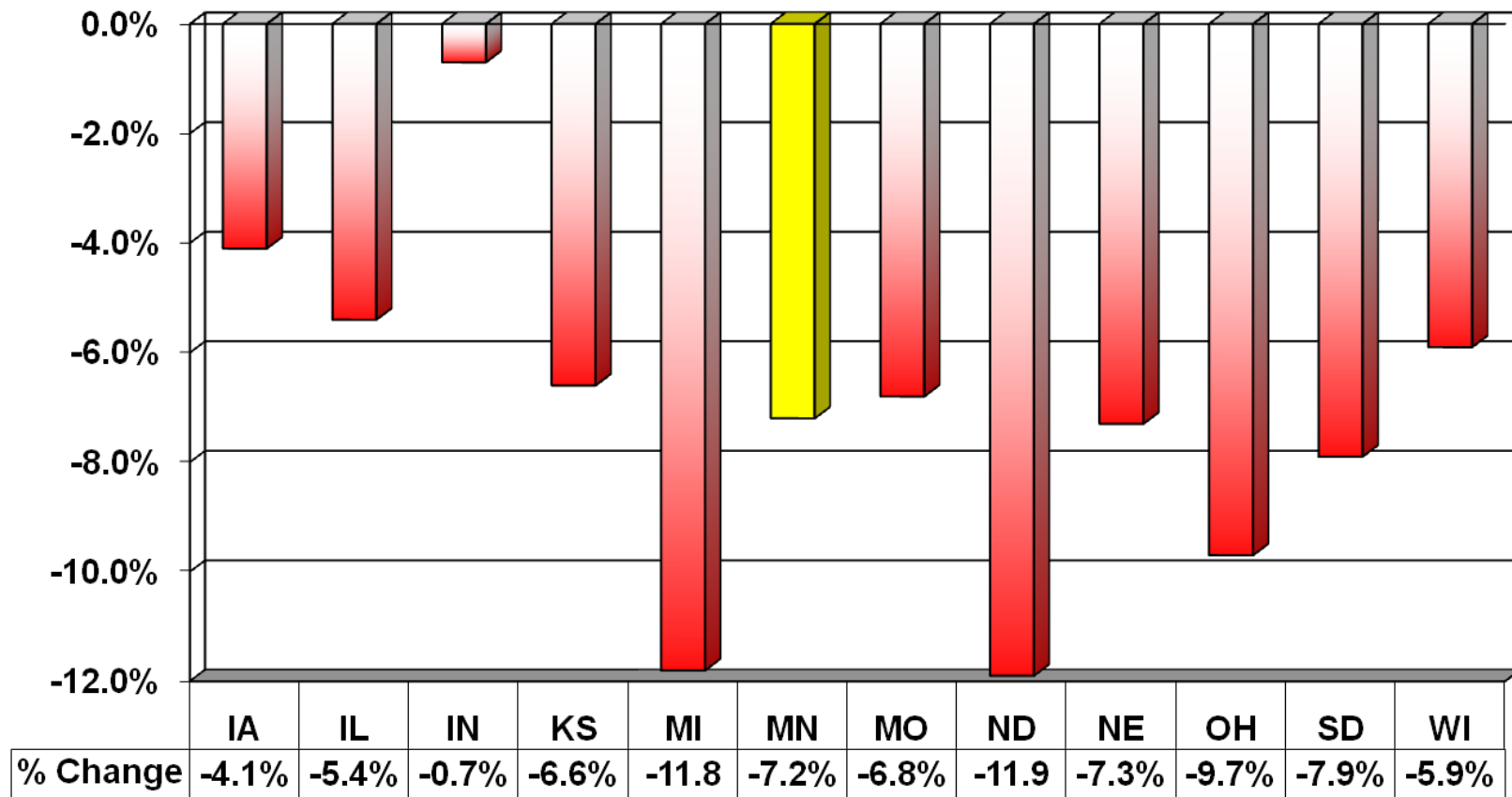
UMTC New Freshmen in the Top 25% and Top 10% of Their High School Classes



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High School Graduate Percentage Change from 2010 to 2015, Midwestern States



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Enhanced National Level Recruitment

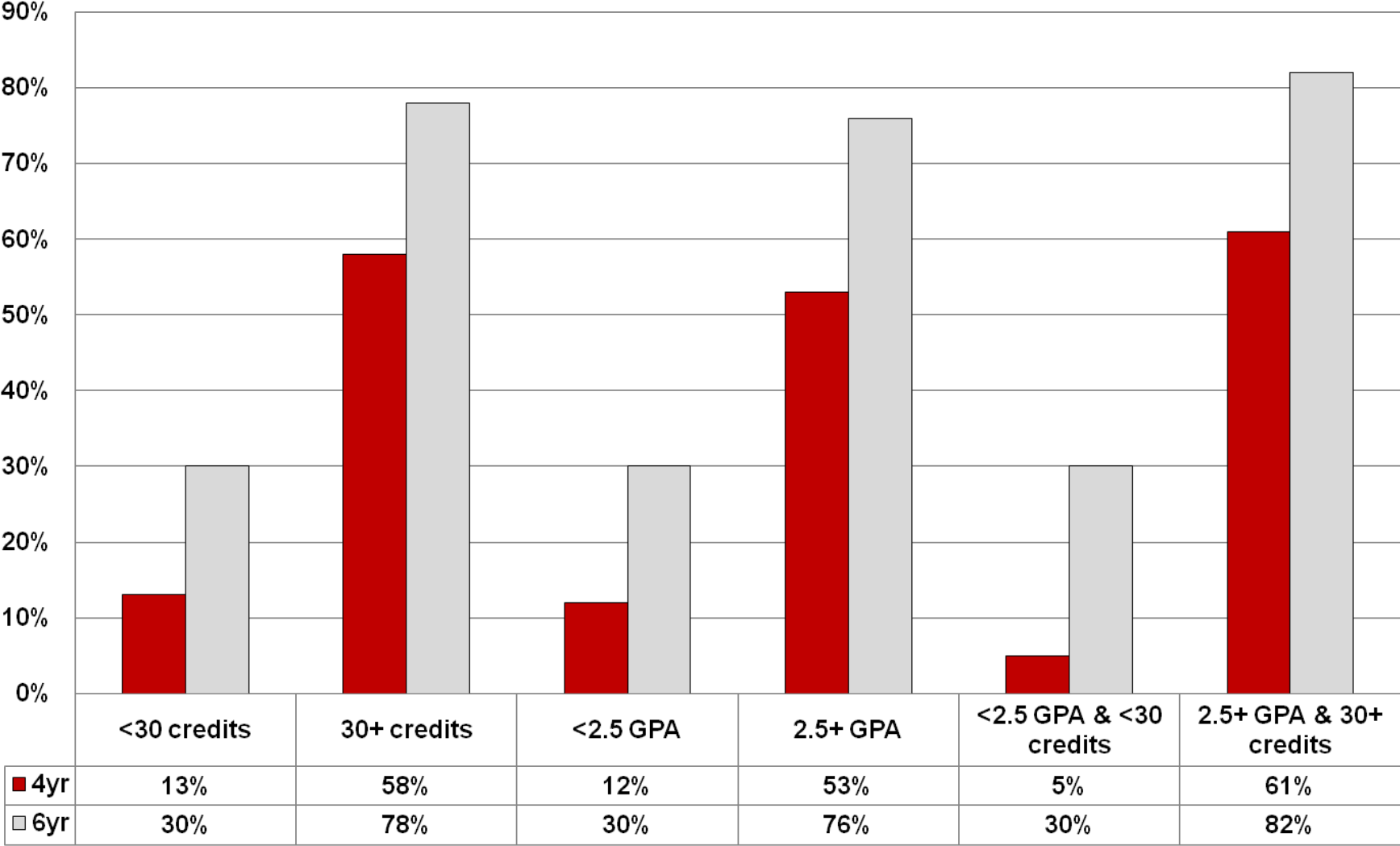
- Rationale
 - Offset the declining numbers of Minnesota high school graduates
 - Enhance the “brand recognition” of the University
 - Increase the geographic diversity of students
 - Bring increased workforce talent to the State of Minnesota
- Non-Resident Tuition Strategy
 - Nonresident tuition rate = resident rate + \$2,150 per semester
- New targeted areas
 - St. Louis, MO
 - Kansas City, MO
 - Kansas City, KS
 - Omaha, NE



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First-Year GPA and Credits Earned and Graduation Rates



Access to Success Program

- ATS is designed to assist students whose experiences and high school records indicate potential for success, but whose high school rank and test scores alone may not.
- Opportunities include:
 - Curriculum integration
 - Intensive advising
 - Peer mentoring
 - Networking opportunities

- **Fall enrollments**

CLA	229
CEHD	192
CFANS	33

Total: 454



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Freshman Seminars

- | Freshman Seminar | No | Yes | Total |
|-------------------------|--------------|--------------|--------------|
| Headcount | 3728 | 1672 | 5400 |
| Ave 1st Yr GPA | 3.111 | 3.222 | 3.146 |

- 1st Year Retention**

Retained	No	Yes	Total
No Seminar	11.61%	88.39%	100.0%
Seminar	8.13%	91.87%	100.0%

4-year Graduation

No Seminar	52.36%	47.64%	100.0%
Seminar	43.17%	56.83%	100.0%



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SERU RESULTS: ADVISING



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SERU Survey Results

How satisfied are you with the following aspects of your educational experience overall?

Advising by college staff on academic matters

11% very satisfied

40% satisfied

32% somewhat satisfied

10% somewhat dissatisfied

5% dissatisfied

3% very dissatisfied



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SERU Survey Results

How satisfied are you with the following aspects of your educational experience overall?

Advising by departmental staff on academic matters

10% very satisfied

42% satisfied

33% somewhat satisfied

10% somewhat dissatisfied

4% dissatisfied

2% very dissatisfied



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Graduating in More than Four Years: Impact on Student Debt

For the Twin Cities 2009-10 baccalaureate graduates:

- **59.8%** of the students who graduated in four years borrowed, with an average student loan indebtedness of **\$26,277**.
- **67.9%** of the students who graduated in five years borrowed, with an average student loan indebtedness of **\$29,913**.
- **70.0%** of the students who graduated in six years borrowed, with an average student loan indebtedness of **\$31,027**.



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Twin Cities Undergraduate Student Aid Trends

	2000-01	2004-05	2009-10
AVERAGE household income of students who applied for and received aid	\$49,669	\$59,513	\$69,799
MEDIAN household income of students who applied for and received aid	\$43,514	\$52,016	\$58,872
# of Students with PELL Grants	4,893	5,891	7,439
% of Enrolled Students with PELL	13%	15%	19%
Average PELL grant	\$2,013	\$2,538	\$3,747



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Need-Based Aid

EXAMPLES: Family of 4, one child in college, 2009-10

Family income of \$0 to \$30,000

COA	\$22,000
minus EFC	<u>\$ 0</u>
= need	\$22,000

Family income of \$75,000

COA	\$ 22,000
minus EFC	<u>\$ 9,000</u>
= need	\$ 13,000

Family income of \$100,000

COA of	\$ 22,000
minus EFC of	<u>\$ 17,375</u>
= need	\$ 4,625

Family income of \$125,000

COA of	\$ 22,000
minus EFC of	<u>\$ 22,000</u>
= need	\$ 0

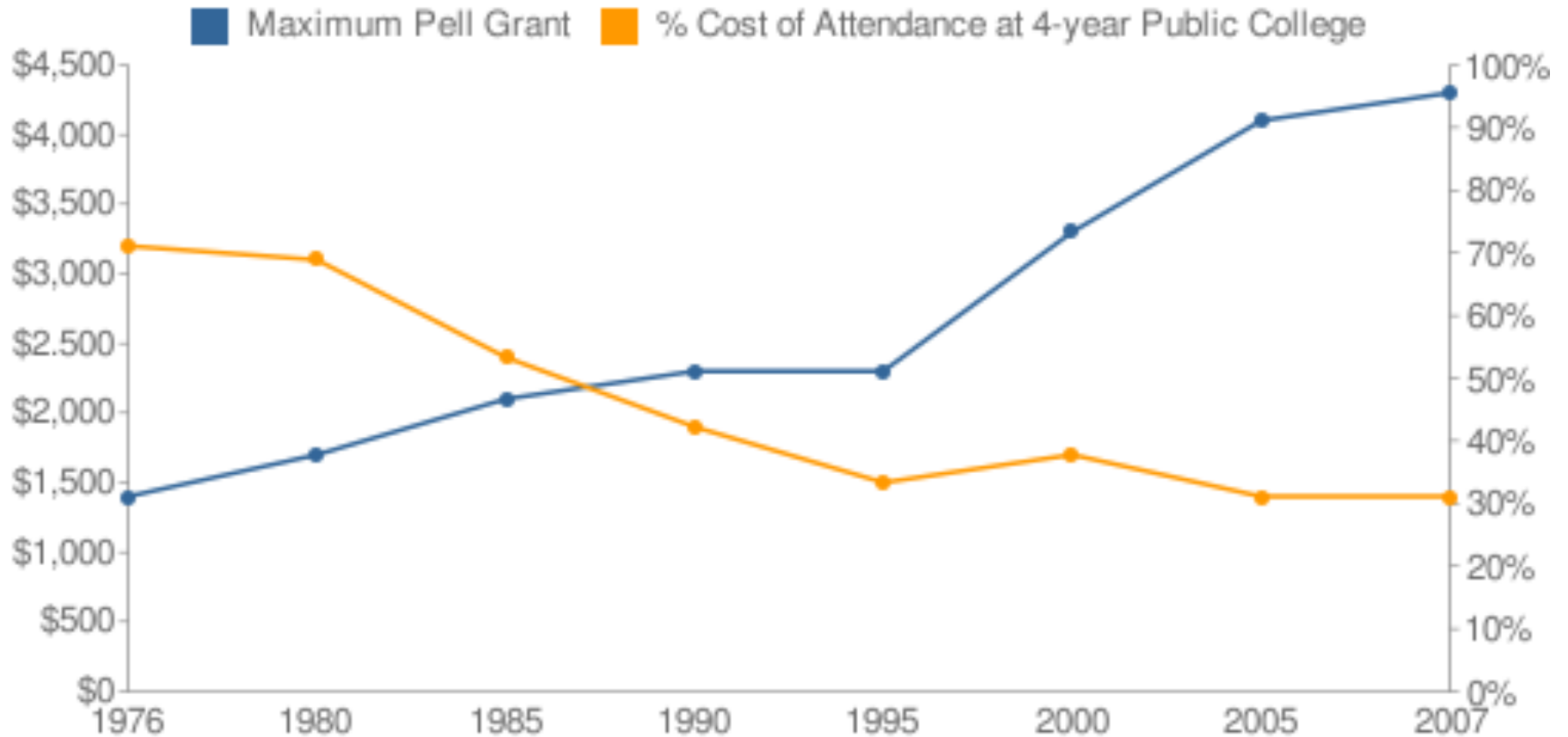


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Pell Grant

Pell Grant Trends



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Source: [National Center for Education Statistics](#); New America Foundation

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Financial Literacy Initiatives

- **Welcome Week** includes a money management workshop.
- Our One Stop Student Services **Money Management web site** had over 53,000 hits from December 2009 through December 2010.
- Over 1,000 students have signed up to receive regular financial literacy tips via our **Live Like A Student email listserv**.
- Financial literacy presentations **in classes and at campus events**, upon request.
- Session on financial literacy at our February 2011 *Focusing on the First Year* **conference for faculty and advisors**.



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SERU RESULTS: FINANCIAL CONCERNS



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SERU Survey Results

How frequently have you engaged in the following behaviors in the past year?

Cut down on personal / recreational spending

4% never

6% rarely

23% occasionally

23% somewhat often

25% often

20% very often



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SERU Survey Results

How frequently have you engaged in the following behaviors in the past year?

Worried about my personal debt

14% never

14% rarely

16% occasionally

16% somewhat often

18% often

23% very often



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