ENROLLMENT MANAGEMENT
UNIVERSITY OF MINNESOTA
TWIN CITIES

Rachelle Hernandez
Peter Radcliffe

Student Success Conference
February 15, 2017
PRESENTATION OUTLINE

- U of M Enrollment Management Approach
- Enrollment Management Executive Committee
- Enrollment Targets and Goals
- Outcomes: Overview of University’s enrollment history
- Questions
U OF M ENROLLMENT MANAGEMENT APPROACH

Art: Susan Garcia Hagen
Colleges and central units focused on big lifts. Major changes to support increases in retention and graduation.

87.9% to 93.2%
Change in retention rates over past 10 years

44.9% to 65.2%
Change in graduation rates over past 10 years
SUCCESS ACHIEVED THROUGH MAJOR INFRASTRUCTURE CHANGES

- Shift to holistic review
- 13-Credit Registration Rule
- Mid-term Alerts System
- First-Year Writing Program
- Student Learning Outcomes
- Writing-Enriched Curriculum
- U Promise Scholarships
- Graduation Planner
- Expanded U Promise Scholarships
- University Honors Program (UHP)
- MyU Student Portal
- Graduation Goals
- Welcome Week
- Access to Success (ATS) program
- APLUS
- Liberal Educ. Curriculum
- CAPE
- Expanded Financial Wellness Program
- PES program
- PES scholarships

First-Year Retention

Four-Year Graduation

Year of Implementation and Metric (Year of Matriculation for 4-year Graduation Rate)

<table>
<thead>
<tr>
<th>Year</th>
<th>First Yr Ret</th>
<th>4yr Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 (1999)</td>
<td>85.8%</td>
<td>32.1%</td>
</tr>
<tr>
<td>2004 (2000)</td>
<td>86.2%</td>
<td>32.6%</td>
</tr>
<tr>
<td>2005 (2001)</td>
<td>87.6%</td>
<td>37.0%</td>
</tr>
<tr>
<td>2006 (2002)</td>
<td>86.3%</td>
<td>41.2%</td>
</tr>
<tr>
<td>2007 (2003)</td>
<td>87.9%</td>
<td>45.5%</td>
</tr>
<tr>
<td>2008 (2004)</td>
<td>88.5%</td>
<td>45.9%</td>
</tr>
<tr>
<td>2009 (2005)</td>
<td>90.7%</td>
<td>47.2%</td>
</tr>
<tr>
<td>2010 (2006)</td>
<td>89.5%</td>
<td>50.5%</td>
</tr>
<tr>
<td>2011 (2007)</td>
<td>90.4%</td>
<td>54.5%</td>
</tr>
<tr>
<td>2012 (2008)</td>
<td>91.0%</td>
<td>58.1%</td>
</tr>
<tr>
<td>2013 (2009)</td>
<td>90.4%</td>
<td>59.1%</td>
</tr>
<tr>
<td>2014 (2010)</td>
<td>92.6%</td>
<td>60.9%</td>
</tr>
<tr>
<td>2015 (2011)</td>
<td>92.7%</td>
<td>63.3%</td>
</tr>
</tbody>
</table>

University of Minnesota
Driven to Discover™
Increasing Board of Regent Goals
• 65% - four year graduation
• 82% - six year graduation

New internal retention goals
• 94% - first year retention
• New - goals for second, third year retention

WITH BIG SHIFTS MADE, IMPROVEMENT STILL NEEDED
Enrollment Management
- size of undergraduate student body
- size of freshman class
- size of transfer class
- undergrad priorities
- balance of MN reciprocity, other U.S, International
- ethnic, special, and economic diversity
- student success

Tuition
- tuition structures
- 13-credit band
- resident rate
- non-resident rate
- incentives/disincentives
- fees

Financial Aid
- need-based aid to maintain access
- merit-based aid to attract high-achieving students
- aid to connect, support, and encourage student experiences
- attentive to MN middle income
- leverage federal and state aid
- attentiveness to student debt
Recruitment to Graduation

Focused on enhanced collaboration and coordination to support student success

- Shift from separate unit and college efforts to coordinated enrollment ‘lifecycle’ approach where stages are connected
- Each stage is directly connected to student success
- Emphasis on collaboration between central, collegiate, and departmental units
- Emphasis on student relationship with the University
- Emphasis on what each student needs at each stage of enrollment
With student success defined broadly as increased retention, student persistence, and ultimately timely graduation, the Enrollment Management Executive Committee is responsible for helping the institution realize this enrollment management vision.

- Formed in fall semester 2013

- The purpose of this group is to lead the institution in developing and implementing an anticipatory, strategic enrollment management infrastructure that will enhance student success and help to ensure the long-term enrollment vitality of the University of Minnesota Twin Cities campus.
COMMITTEE MEMBERSHIP*

Rachelle Hernandez, co-chair, Associate Vice Provost for Enrollment Management, Office of Admissions
Peter Radcliffe, co-chair, Director of Undergraduate Analytics, Office of Undergraduate Education

- John Burczek Drier, Tuition and Financial Aid Analyst, Office of Undergraduate Education
- Tracy Fischer, Associate Director of Student Degree Progress, Academic Support Resources
- Ronald Huesman, Director of Institutional Assessment, Office of Institutional Research
- John Kellogg, Director of Institutional Research, Office of Institutional Research
- Beth Lingren Clark, Assistant Dean and Director, Orientation and First-Year Programs
- Kris Lockhart, Associate Vice President of Equity and Diversity, Office for Equity and Diversity
- Na’im Madyun, Associate Dean, College of Education and Human Development
- Robert McMaster, Vice Provost and Dean of Undergraduate Education
- Jennifer Reckner, Chief of Staff, Office of Undergraduate Education
- Sarah Ruhland, Analyst, Office of Admissions/Undergraduate Education

*Office of Undergraduate Executive Team Members coordinate central EM efforts and collaborate with EM committee to enhance collaboration across campus.
WHAT GUIDES OUR WORK

**VISION** - Facilitate and support student success by identifying and understanding the needs of our students and designing infrastructure and interventions that meet those needs.

- **Student Success - A Commitment to Access and Success**
  Enrollment targets pay close attention to college needs and capacity, student support structures and access that is tied to student success.

- **Access to Data - Creating accessible data to support informed decision making**
  Enrollment management is informed, each step of the way, by data collection and analysis, so that resources may be channeled to initiatives with proven impact.

- **Infrastructure - Close Cross-Functional Central/College/Unit Coordination and Accountability**
  Enrollment targets are set at the college/academic-unit level, and central and collegiate based accountability for success.
A FOCUS ON COORDINATION

- Ongoing coordination between central units and colleges
  - Active, cross-functional, cross-unit/college working committees focused on key outcomes
  - Leveraging of data reporting to ensure tracking toward goals
HOW THE COMMITTEE WORKS

• Regular, full committee meetings every three weeks
  • Data subcommittee meets between full committee meetings to coordinate research and ensure follow-up

• Drive implementation of campus enrollment plan

• Share activities by offices associated with committee members to improve coordination, solicit feedback, and identify opportunities to improve student success

• Disseminate research findings on identified issues

• Communicate out through documentation of enrollment plan, communication of enrollment efforts and associated outcomes
EXAMPLES OF COMMITTEE WORK

• Implementation of LEAVERS protocol
• Development of Enrollment Management Dashboards (new student enrollment, retention and graduation, registration)
• Development of Enrollment Management Plan
• Alternate choice student collaborative retention efforts (from pre-post enrollment)
• Focus on course access
• Enhanced collegiate collaboration in goal setting
• Outreach to non-registered students
QUESTIONS WE ARE WORKING TO ADDRESS

• What is the ‘right size’ for our undergraduate student population?

• What additional data do campus partners need to support student success?

• If the University is to grow, where does that growth come from and which programs have capacity?

• How can we continue to enhance understanding of fit in the recruitment and enrollment process?

• What other ways might we leverage scholarships financial aid to support student success?
ENROLLMENT TARGETS AND GOALS
HOW IS ENROLLMENT DIRECTION DETERMINED?

- **Board of Regents approved Enrollment Management Plan**
  Sets macro goals - Underlying driver for enrollment discussions, targets, and focused efforts. Informs work of central units across the University and sets stage for needed infrastructure.

- **Annual meetings with Provost, Vice Provost and Deans**
  Sets college-based goals - Informs key approaches, numbers, capacity and collaborative central and collegiate efforts.

- **Enrollment Management Executive Committee, Enrollment Management Retreat**
  Sets cohort goals and internal drivers for current and near-future goal attainment. Helps focus operational efforts to meet strategic goals with input from the colleges, the EMEC, the Provost and the President.
Recognize the distinctive enrollment strategies and goals of each U of M campus.

Attract the very best and brightest students from the State of Minnesota.

Maintain financial access and affordability.

Maintain diversity; broadly defined to include ethnic, racial, geographical, socio-economic, and gender; in the undergraduate student body.

Maintain strong need-based (including middle-income) and merit-based financial aid programs.

Keep resident tuition and fee rates as low as possible, and set competitive non-resident tuition rates.

Ensure a high-quality student experience and timely graduation.
TWIN CITIES ENROLLMENT PLAN

1. Modest total enrollment growth
2. Admit for success
3. Maintain access and affordability for MN residents
4. High-quality education and student experience
5. Maintain commitment to transfer students
6. Value ethnic, social, economic, and geographic diversity
7. Support timely graduation
8. Adjust enrollment levels and tuition rates to provide revenues
9. Continue need-based and merit-based aid programs
10. Direct attention to workforce needs
“Given the strong relationship between academic performance and student success, the University should continue to admit... students who will benefit from the curriculum and who have a strong probability of graduating in a timely manner. To do so, Admissions should continue to conduct a holistic review of prospective students’ records, considering both primary factors (academic characteristics such as ACT, course work, 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.”

Three guiding principles of our enrollment strategy for access and success:

1. Expanded outreach
2. Focus on preparation for university study
3. Targeted recruitment of prepared students
### Example Model for Undergraduate Headcount Enrollment Increase; Set by Provost, OUE, and Colleges

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Freshman (NHS) Potential Targets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall NHS</td>
<td>5,880</td>
<td>5,825</td>
<td>5,875</td>
<td>5,925</td>
<td>5,975</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>New Transfer (NAS) Potential Targets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall NAS</td>
<td>2,300</td>
<td>2,200</td>
<td>2,200</td>
<td>2,200</td>
<td>2,200</td>
<td>2,200</td>
<td>2,200</td>
</tr>
<tr>
<td>Spring NAS</td>
<td>860</td>
<td>860</td>
<td>860</td>
<td>860</td>
<td>860</td>
<td>860</td>
<td>860</td>
</tr>
</tbody>
</table>

**Total Undergraduate Headcount Enrollment**

| Total UG | 30,975 |

Note: Fall 2016 represents actual enrollment, all other figures are model estimates.

---

University of Minnesota  
Driven to Discover
## Example Collegiate Retention and Graduation Goals

<table>
<thead>
<tr>
<th>Entry</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman (NHS) Retention Rate (Including Graduations)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>90.69%</td>
<td>89.52%</td>
<td>90.43%</td>
<td>91.03%</td>
<td>90.40%</td>
<td>92.64%</td>
<td>92.99%</td>
<td>93.33%</td>
</tr>
<tr>
<td>Year 2</td>
<td>85.26%</td>
<td>84.28%</td>
<td>84.60%</td>
<td>86.60%</td>
<td>85.49%</td>
<td>86.35%</td>
<td>87.21%</td>
<td>88.07%</td>
</tr>
<tr>
<td>Year 3</td>
<td>82.71%</td>
<td>82.72%</td>
<td>83.13%</td>
<td>84.51%</td>
<td>85.24%</td>
<td>85.96%</td>
<td>86.69%</td>
<td>87.42%</td>
</tr>
<tr>
<td>Year 4</td>
<td>80.74%</td>
<td>80.30%</td>
<td>80.72%</td>
<td>81.97%</td>
<td>82.68%</td>
<td>83.46%</td>
<td>84.21%</td>
<td>84.91%</td>
</tr>
<tr>
<td>Year 5</td>
<td>80.33%</td>
<td>79.26%</td>
<td>80.72%</td>
<td>81.44%</td>
<td>82.15%</td>
<td>81.76%</td>
<td>82.58%</td>
<td>83.27%</td>
</tr>
<tr>
<td>Year 6</td>
<td>80.47%</td>
<td>80.88%</td>
<td>81.28%</td>
<td>81.69%</td>
<td>82.11%</td>
<td>82.56%</td>
<td>82.99%</td>
<td>83.39%</td>
</tr>
<tr>
<td><strong>Freshman (NHS) Graduation Rate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>4.60%</td>
<td>5.17%</td>
<td>4.73%</td>
<td>5.44%</td>
<td>5.47%</td>
<td>5.48%</td>
<td>5.49%</td>
<td>5.51%</td>
</tr>
<tr>
<td>Year 4</td>
<td>58.62%</td>
<td>59.51%</td>
<td>60.94%</td>
<td>61.50%</td>
<td>62.13%</td>
<td>62.71%</td>
<td>63.29%</td>
<td>63.89%</td>
</tr>
<tr>
<td>Year 5</td>
<td>75.93%</td>
<td>74.71%</td>
<td>75.37%</td>
<td>76.02%</td>
<td>76.70%</td>
<td>77.35%</td>
<td>78.01%</td>
<td>78.67%</td>
</tr>
<tr>
<td>Year 6</td>
<td>78.68%</td>
<td>79.13%</td>
<td>79.59%</td>
<td>80.04%</td>
<td>80.49%</td>
<td>80.95%</td>
<td>81.40%</td>
<td>81.85%</td>
</tr>
</tbody>
</table>
OUTCOMES

Art: Susan Garcia Hagen
**Key Enrollment Metrics**
Entering Classes 2010-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>FTFT Enrollment</th>
<th>Average Enrollment ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5,323</td>
<td>27.2</td>
</tr>
<tr>
<td>2011</td>
<td>5,751</td>
<td>27.2</td>
</tr>
<tr>
<td>2012</td>
<td>5,925</td>
<td>27.5</td>
</tr>
<tr>
<td>2013</td>
<td>5,925</td>
<td>27.5</td>
</tr>
<tr>
<td>2014</td>
<td>5,925</td>
<td>27.5</td>
</tr>
<tr>
<td>2015</td>
<td>5,771</td>
<td>28.2</td>
</tr>
</tbody>
</table>
A FOCUS ON STUDENT SUCCESS

A Closer Look at Our Access and Persistence Results

93.2% freshman retention rate for our overall 2015 entering class

14.7% growth in size of PES program since 2013

8.6% growth in Minnesota students since 2010

Size of access program uncommon at peer institutions

Students are selected on the basis of high potential for success and access mission match; their academic profile is not in line with the typical metrics of the overall freshman student profile

Highlights from entering class

2016

Largest class since the 1960s; most diverse class in last five years

Strongest academic preparation in five years

Driven to Discover™
<table>
<thead>
<tr>
<th></th>
<th>First-Year Retention/Graduation</th>
<th>Second-Year Retention/Graduation</th>
<th>Third-Year Retention/Graduation</th>
<th>Fourth-Year Retention/Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93.2%</td>
<td>88.9%</td>
<td>86.3%</td>
<td>82.0%</td>
</tr>
<tr>
<td>Three-Year Graduation</td>
<td>7.3%</td>
<td>65.2%</td>
<td>77.5%</td>
<td>78.9%</td>
</tr>
</tbody>
</table>
TWIN CITIES CAMPUS FALL SEMESTER NEW FRESHMAN (NHS) FIRST-YEAR RETENTION: STUDENTS OF COLOR AND ALL OTHER DOMESTIC STUDENTS
TWIN CITIES FALL SEMESTER NEW FRESHMAN (NHS) FOUR-YEAR AND SIX-YEAR GRADUATION RATES BY YEAR OF ENTRY
TWIN CITIES CAMPUS NEW EXTERNAL TRANSFER (NAS) 3-YEAR GRADUATION RATE

Grad% | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013
------|------|------|------|------|------|------|------|------|------|------
      | 53.3%| 52.1%| 57.0%| 55.7%| 60.1%| 56.4%| 58.6%| 62.5%| 61.4%| 62.4%
A Student Centered, Data-informed, Collaborative Approach

1. Student Success - A Commitment to Access and Success
2. Access to Data - Creating accessible data to support informed decision making
3. Infrastructure - Close Cross-Functional Central/College/Unit Coordination and Accountability
QUESTIONS?

1. What information would help you do your work?

1. Are there specific EM needs/questions in your area that need to be addressed?
THANK YOU!

Art: Susan Garcia Hagen