

ENROLLMENT MANAGEMENT UNIVERSITY OF MINNESOTA TWIN CITIES

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Student Success Conference
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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

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U OF M APPROACH

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

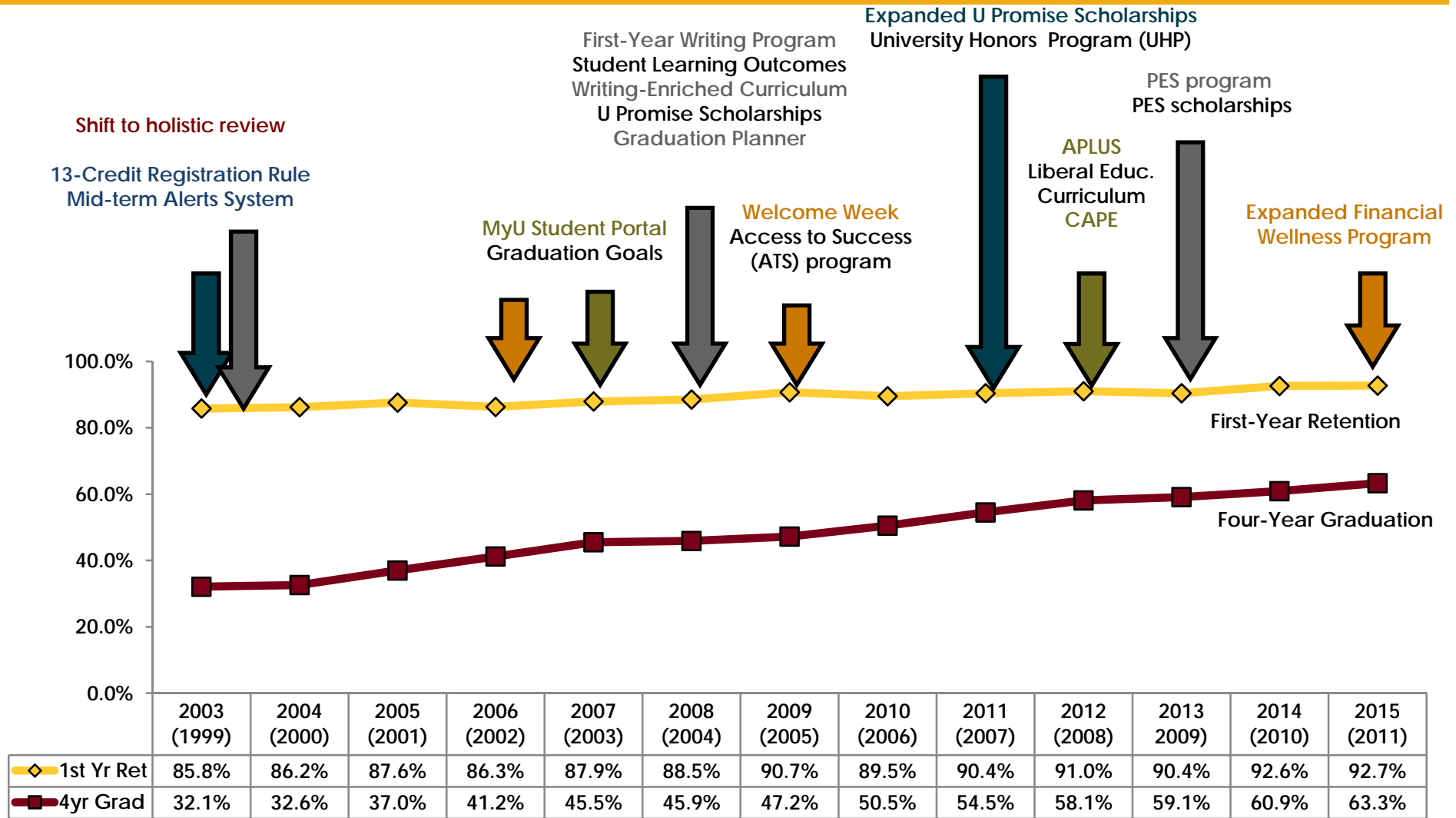
44.9% to 65.2%

Change in graduation rates over past 10 years



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SUCCESS ACHIEVED THROUGH MAJOR INFRASTRUCTURE CHANGES



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



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WITH BIG SHIFTS MADE, IMPROVEMENT STILL NEEDED

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



SHIFT TO NEW FOUNDATIONAL PHILOSOPHY

Tuition

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



Enrollment Management

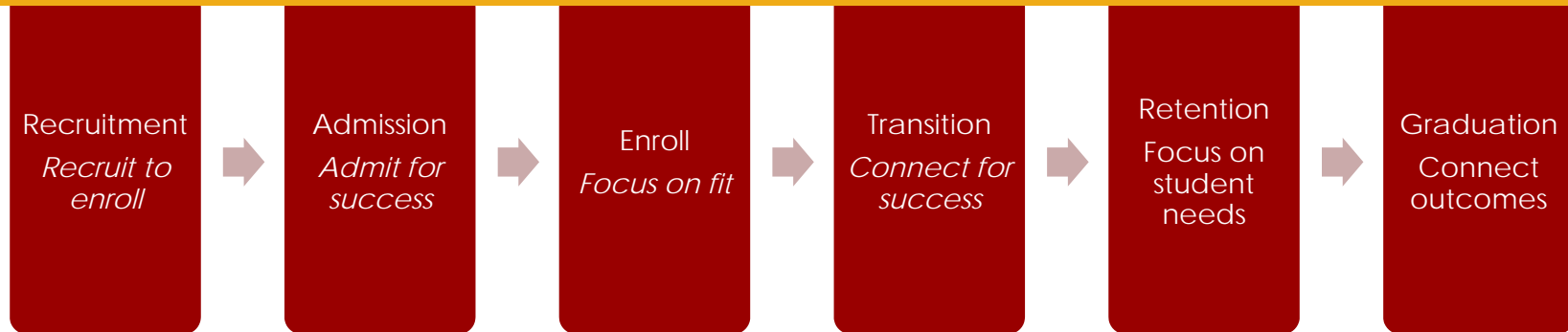
- size of undergraduate student body
- size of freshman class
- size of transfer class
- undergrad priorities
- balance of MN reciprocity, other U.S, International
- ethnic, special, and economic diversity
- student success

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



SHIFT TO ENROLLMENT MANAGEMENT

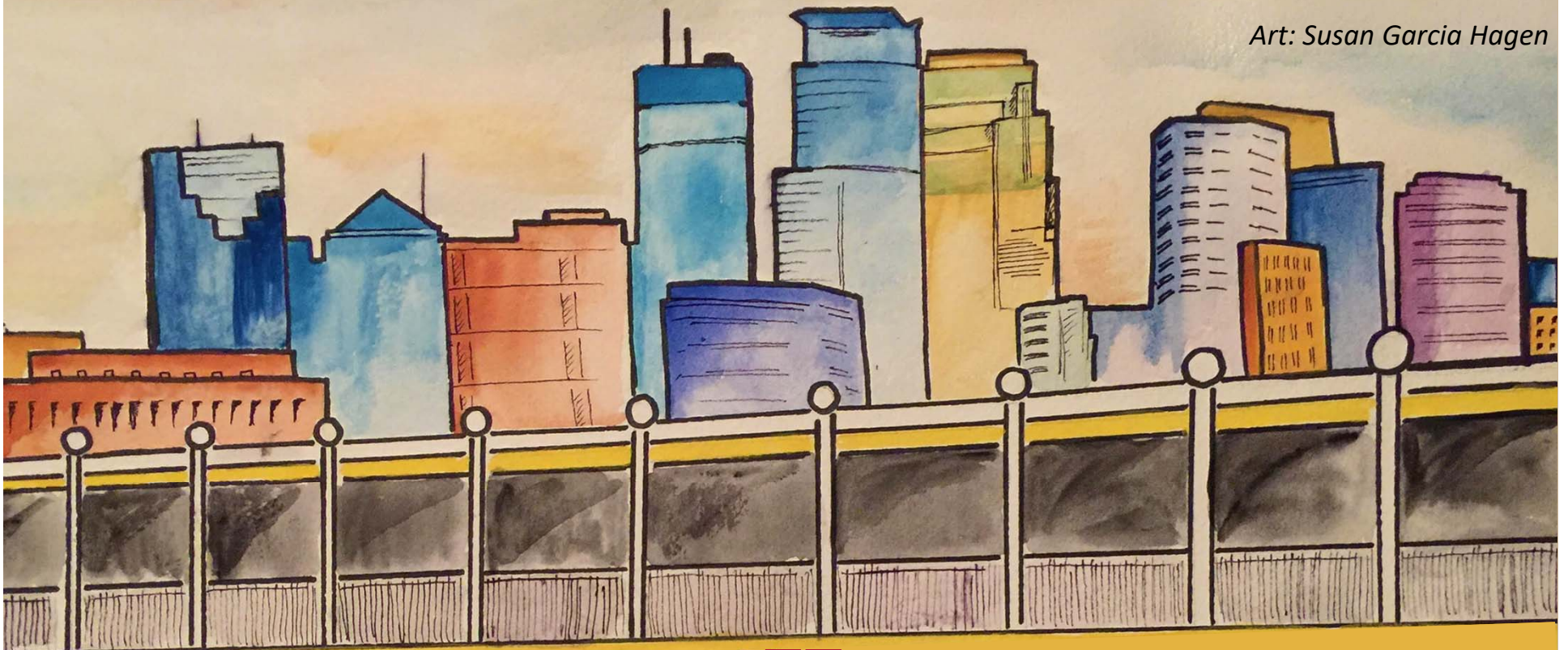


Focused on enhanced collaboration and coordination to support student success

- 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

ENROLLMENT MANAGEMENT EXECUTIVE COMMITTEE

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ENROLLMENT MANAGEMENT EXECUTIVE COMMITTEE

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.



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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.*



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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

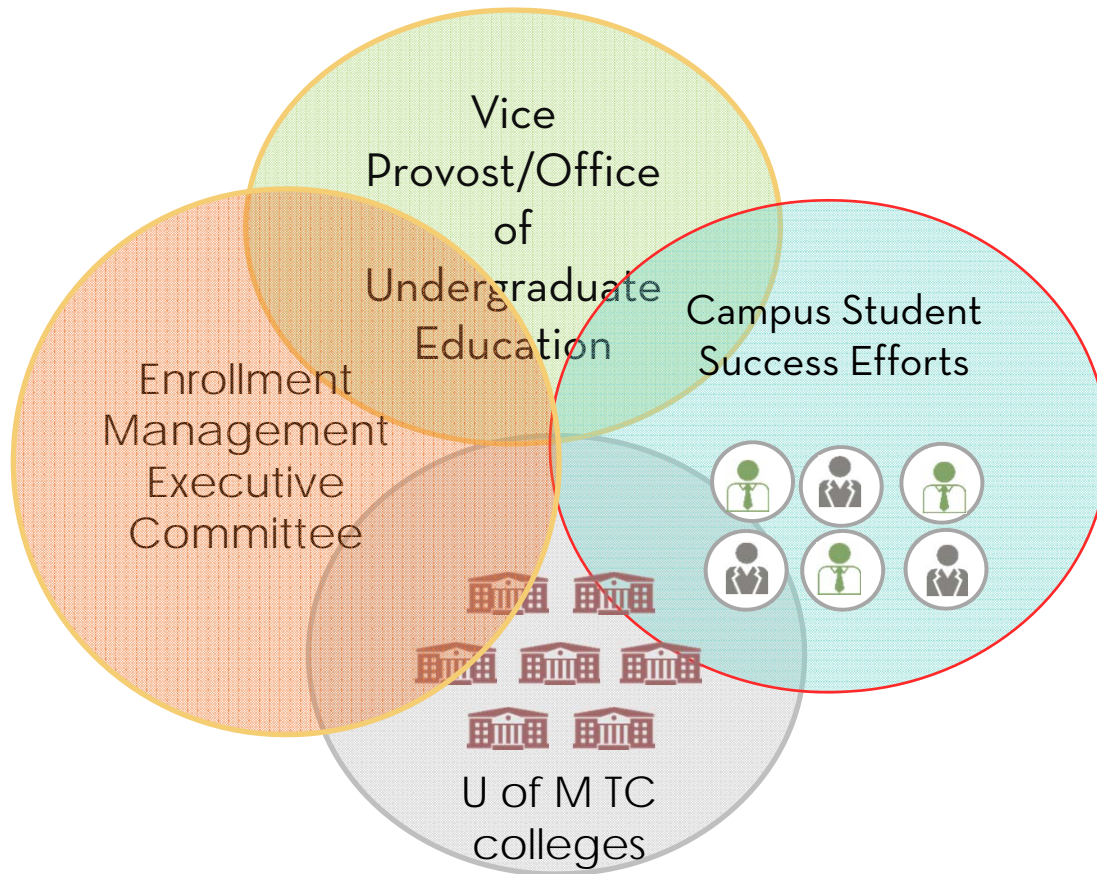
- **Access to Data - Creating accessible data to support informed decision making**

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



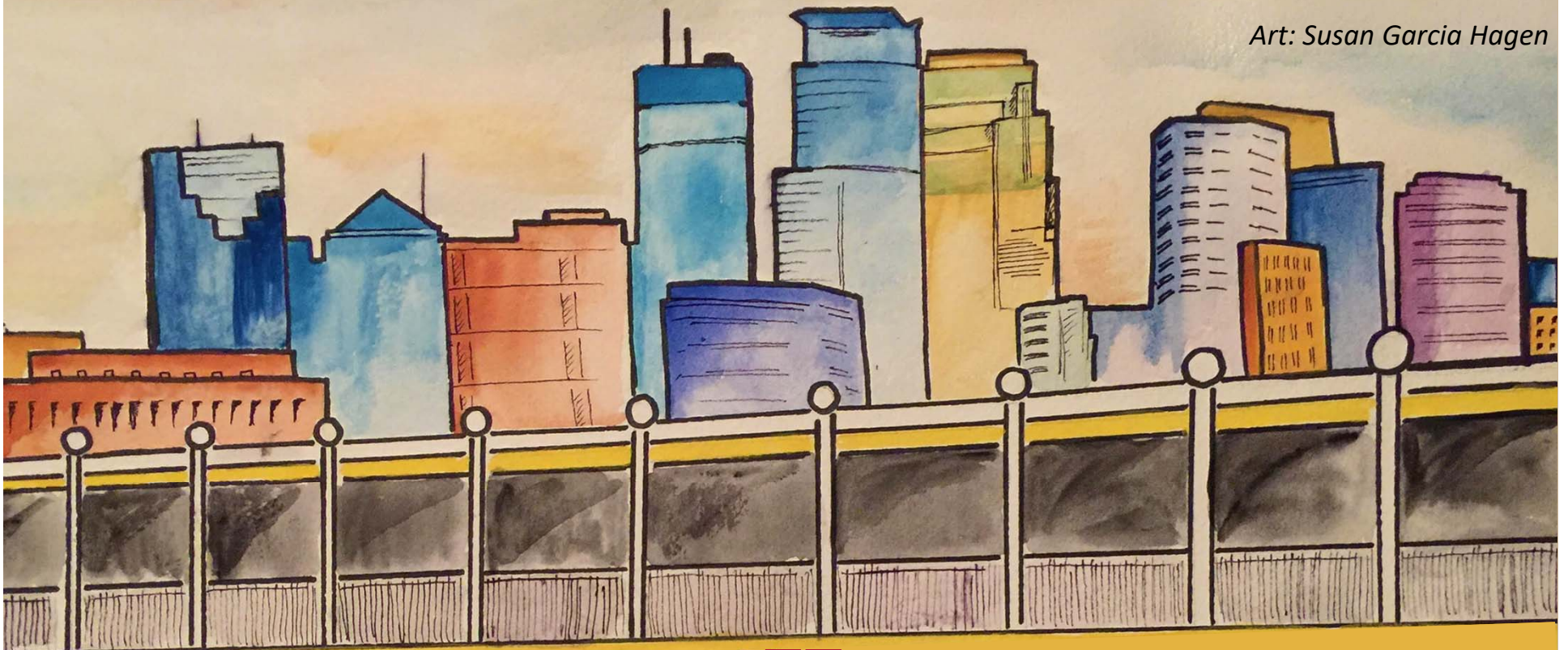
QUESTIONS WE ARE WORKING TO ADDRESS

- 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

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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.



Board of Regents Resolution on Undergraduate Enrollment Management at UMNTC: 2016-2021

- 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.



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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



EXAMPLE ADMIT FOR SUCCESS

“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

College	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<i>New Freshman (NHS) Potential Targets</i>							
Fall NHS	5,880	5,825	5,875	5,925	5,975	6,000	6,000
<i>New Transfer (NAS) Potential Targets</i>							
Fall NAS	2,300	2,200	2,200	2,200	2,200	2,200	2,200
Spring NAS	860	860	860	860	860	860	860
<i>Total Undergraduate Headcount Enrollment</i>							
Total UG	30,975	<small>Note: Fall 2016 represents actual enrollment, all other figures are model estimates</small>					32,500



EXAMPLE COLLEGIATE RETENTION AND GRADUATION GOALS

Entry	2008	2009	2010	2011	2012	2013	2014	2015
<i>Freshman (NHS) Retention Rate (Including Graduations)</i>								
Year 1	90.69%	89.52%	90.43%	91.03%	90.40%	92.64%	92.99%	93.33%
Year 2	85.26%	84.28%	84.60%	86.60%	85.49%	86.35%	87.21%	88.07%
Year 3	82.71%	82.72%	83.13%	84.51%	85.24%	85.96%	86.69%	87.42%
Year 4	80.74%	80.30%	80.72%	81.97%	82.68%	83.46%	84.21%	84.91%
Year 5	80.33%	79.26%	80.72%	81.44%	82.15%	81.76%	82.58%	83.27%
Year 6	80.47%	80.88%	81.28%	81.69%	82.11%	82.56%	82.99%	83.39%
<i>Freshman (NHS) Graduation Rate</i>								
Year 3	4.60%	5.17%	4.73%	5.44%	5.47%	5.48%	5.49%	5.51%
Year 4	58.62%	59.51%	60.94%	61.50%	62.13%	62.71%	63.29%	63.89%
Year 5	75.93%	74.71%	75.37%	76.02%	76.70%	77.35%	78.01%	78.67%
Year	78.68%	79.12%	79.59%	80.01%	80.19%	80.95%	81.10%	81.85%

OUTCOMES

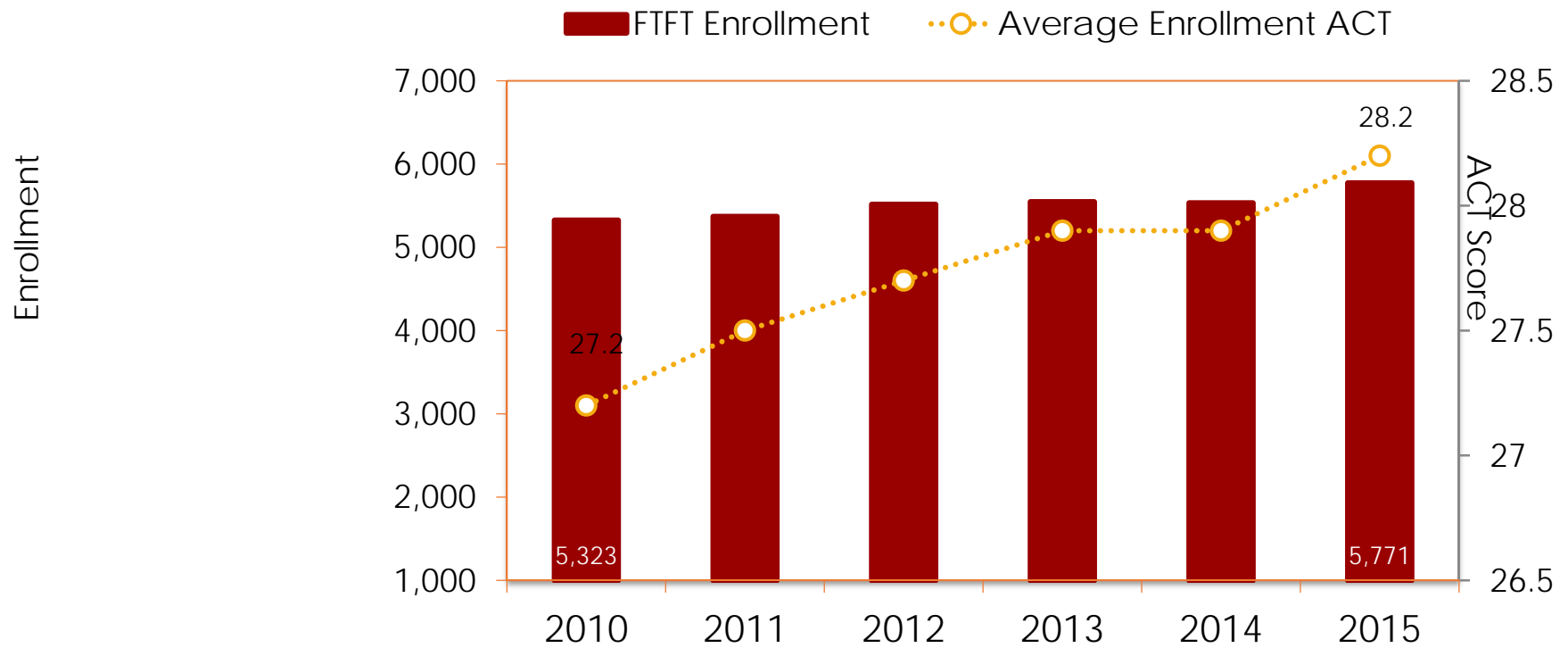
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RECENT ENROLLMENT HISTORY

Key Enrollment Metrics

Entering Classes 2010-2015



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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

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*

14.7%

growth in size of PES
program since 2013

8.6%

growth in Minnesota
students since 2010

Highlights from
entering class

2016

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

Strongest academic
preparation
in five years

LATEST TWIN CITIES CAMPUS FRESHMAN RETENTION AND
GRADUATION RATES: FALL 2016 REPORTING

NOTE: INTERNAL RATE DEFINITIONS

First-Year
Retention/
Graduation

93.2%

Second-Year
Retention/
Graduation

88.9%

Third-Year
Retention/
Graduation

86.3%

Fourth-Year
Retention/
Graduation

82.0%

Three-Year
Graduation

7.3%

Four-Year
Graduation

65.2%

Five-Year
Graduation

77.5%

Six-Year
Graduation

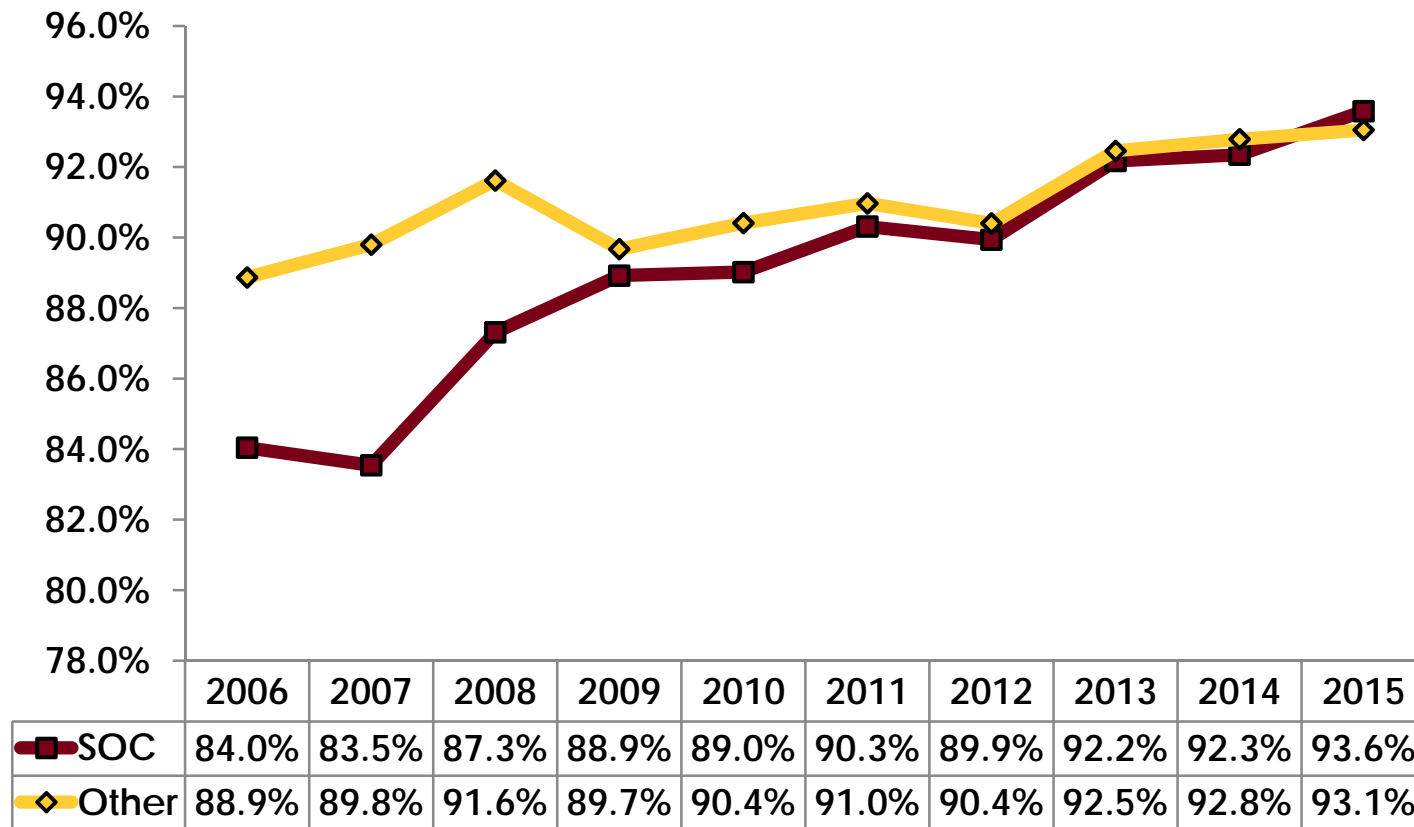
78.9%



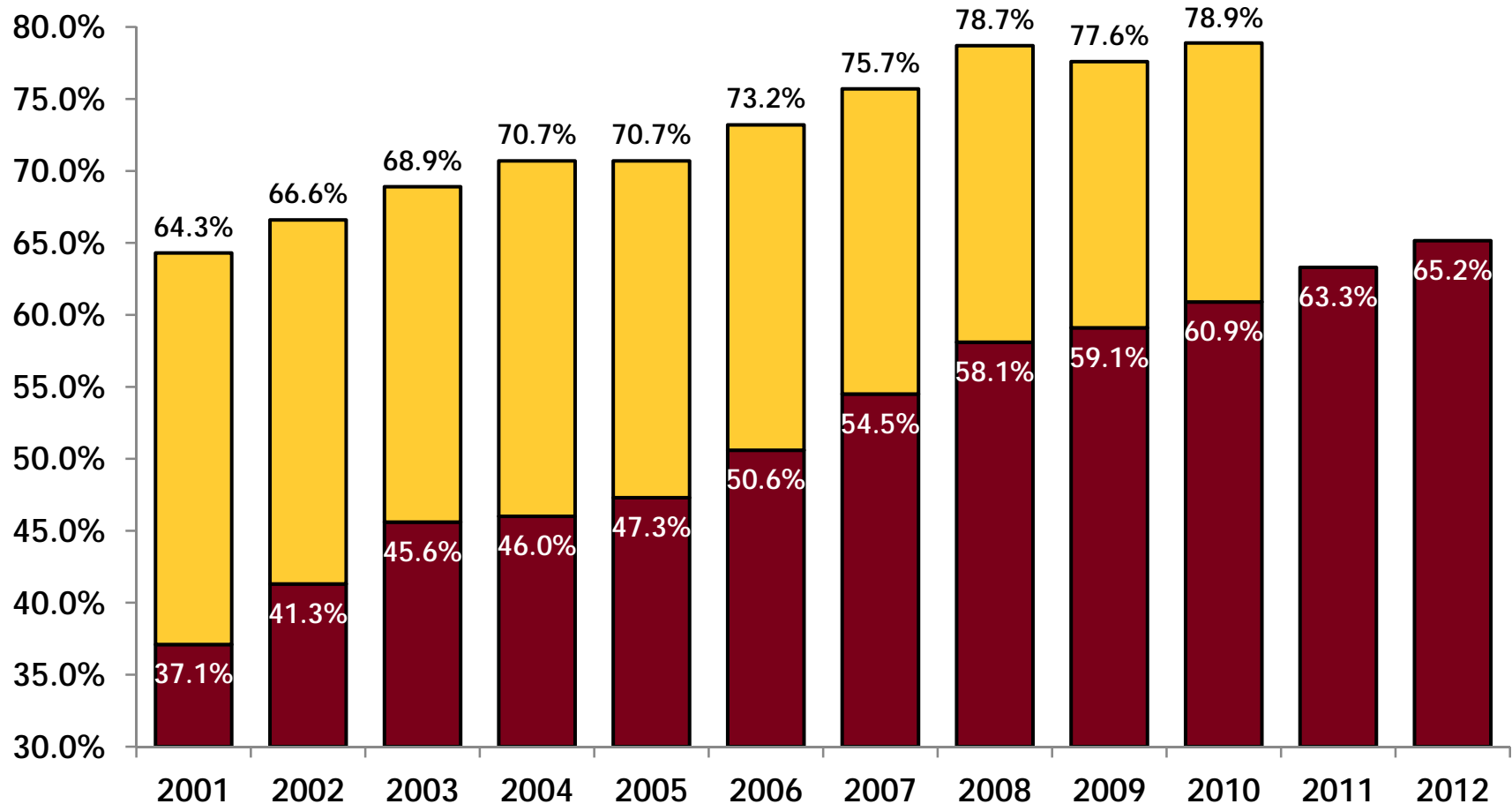
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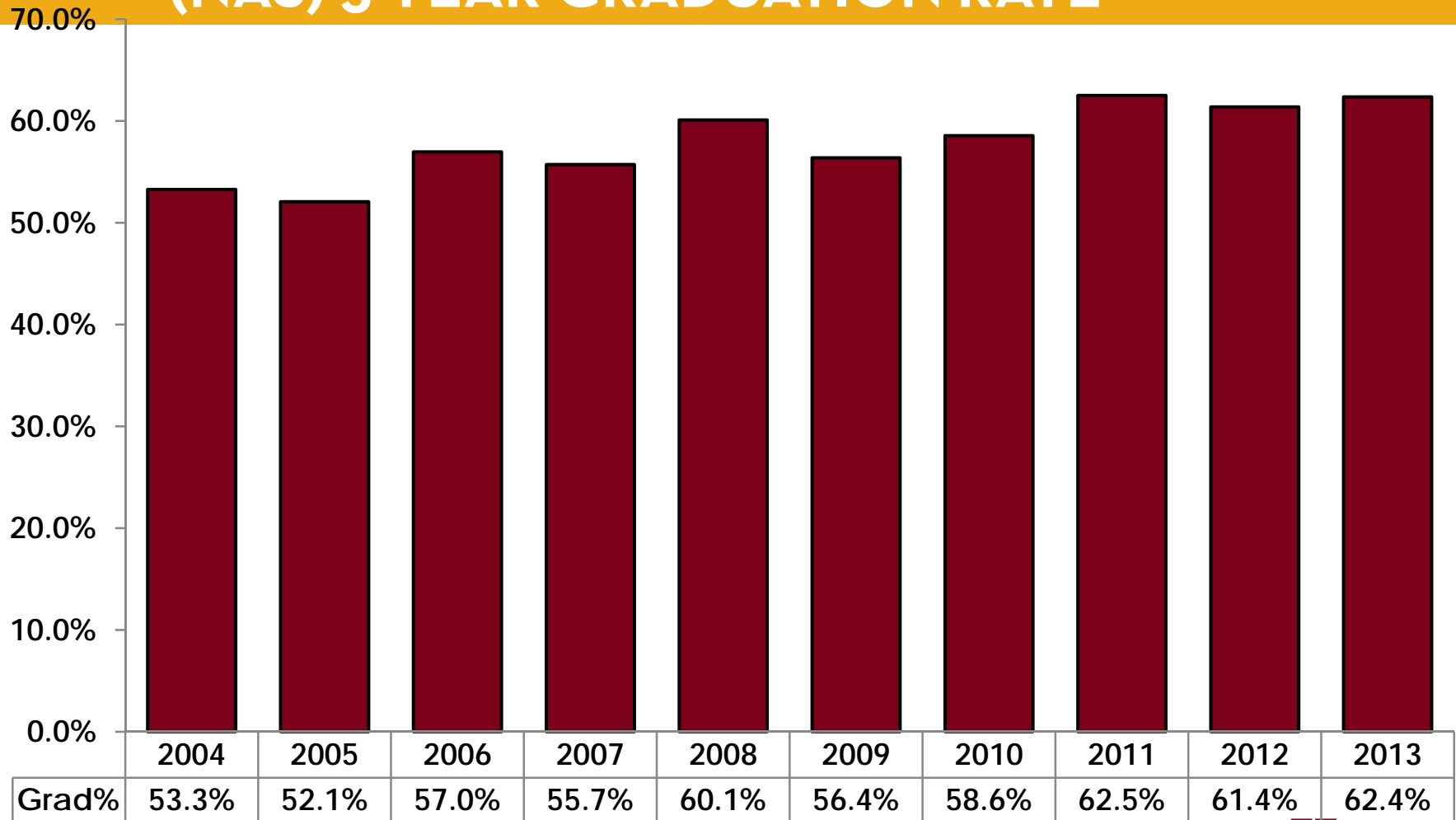
TWIN CITIES CAMPUS FALL SEMESTER NEW FRESHMAN (NHS) FIRST-YEAR RETENTION: STUDENTS OF COLOR AND ALL OTHER DOMESTIC STUDENTS



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



RECAP - ENROLLMENT MANAGEMENT AT THE U OF M

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!

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