

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

Thursday, October 13, 2011

3:00 – 5:00 p.m.

600 McNamara Alumni Center, East Committee Room

Committee Members

Maureen Ramirez, Chair
Patricia Simmons, Vice Chair
Laura Brod
Dean Johnson
David Larson
David McMillan

Student Representatives

Terrance Paape
Chantal Wilson

A G E N D A

1. Scope, Size, and Mission: The Report of the Enrollment Management Committee - T. Sullivan/R. McMaster/K. VandenBosch (pp. 2-14)
2. Consent Report - Review/Action - T. Sullivan (pp. 15-19)
3. Information Items - T. Sullivan (pp. 20-33)



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

October 13, 2011

Agenda Item: Overview: Scope, Size, and Mission: The Report of the Enrollment Management Committee

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education
Kathryn VandenBosch, Professor, Plant Biology (Co-chair of Graduate Subcommittee of the Enrollment Management Committee)

Purpose:

policy background/context oversight strategic positioning

Present an overview of the results of work done over the past year by the Enrollment Management Committee, which was charged with reviewing all aspects of the University of Minnesota Twin Cities campus enrollments and developing a long-term strategic enrollment plan.

Outline of Key Points/Policy Issues:

As part of strategic planning for the University of Minnesota, enrollment management is essential. Short-term and long-term enrollment management affects budgets, curriculum, faculty/student ratios, access to the University, and space and facilities. Enrollment management for the Twin Cities campus involves determining the appropriate overall size of the student body; the appropriate balance among undergraduate, graduate, and professional students; the appropriate balance of new freshmen and transfer students; and the balance of part-time and full-time students. Other key questions include the particular enrollment niche of the Twin Cities campus, given its role as the state's primary research institution, and its unique comparative advantages.

In response to these and other questions, the committee studied historical and current enrollment trends for the University, as well as data for peer institutions. The committee developed a set of general enrollment management principles for all levels of students, and additional specific principles for each of the categories of undergraduate, professional, and graduate students.

The committee and its subcommittee on undergraduate enrollment management focused on four issues for undergraduate enrollment management: size and composition of the student body, retention and graduation, programs for special populations, and student support services. The report outlines fourteen recommendations for undergraduate enrollment management.

For graduate education, the committee and its subcommittee on graduate enrollment management focused primarily on developing a framework for assessing the quality and impact of individual graduate programs, in anticipation of the need to make choices about program enrollments. The report outlines quality-centric recommendations for graduate enrollment management.

The Executive Summary, Introduction, Principles, and Recommendations of the committee are attached. The full report, including appendices, is available at <http://www.academic.umn.edu/provost/reports/index.html>

Background Information:

The Board of Regents will engage in a more summary level discussion of the Enrollment Management Committee's report at its October 14, 2011 meeting. The Educational Planning and Policy Committee received an interim progress report at its December 2010 meeting.

**University of Minnesota Board of Regents
October 14, 2011**

**Scope, Size, and Mission:
The Report of the Enrollment Management Committee**

For easy reference, key portions of the report follow this page:

Executive Summary
Committee Background and Charge
Enrollment Management Principles
Enrollment Management Recommendations
List of Committee Members

The full report and appendices are posted at
<http://www.academic.umn.edu/provost/reports/index.html>

Executive Summary

The University of Minnesota has made remarkable progress in improving all aspects of the undergraduate experience over the past decade. Part of this success has been the result of significant organizational changes, and the bringing together of the myriad central-level undergraduate units (including admissions, financial aid, classroom management, student One-stop, liberal education, university writing) under one Office of Undergraduate Education. This change has enabled the various areas to work together much more effectively. In addition, the remarkable work of the colleges in improving all aspects of student support (academic advising, curriculum redesign, and career counseling) has made an enormous difference. Strong support from the Office of Student Affairs in promoting student engagement and improving the overall student experience has supported student success and reinforced the importance of first-year retention and timely graduation.

These coordinated efforts have resulted in rapid improvements in retention rates (in particular our first-year retention is now at 90%) and graduation rates (our four-year rate is now over 50%). The Office of Admissions, in cooperation with the colleges, has focused on matriculating students who are prepared to succeed at the University and to graduate in four years. Our new freshmen are now in the top of their class, with an average high school rank of over 85% and an average ACT of 27.4. An additional factor has been the attention to undergraduate financial aid. Both the rapid growth in private scholarship giving and the creation of the Promise Scholarship program for low-income and middle-income students under President Bruininks have increased the financial aid base and helped to ensure access for Minnesota students from all income levels.

Moving forward will require continued innovation by all the units involved with undergraduate education. The committee has not recommended a significant increase in overall undergraduate enrollments, but rather a targeted increase in the STEM fields where the demand has been steady and significant. In particular, the committee makes specific recommendations on new enrollment targets for CSE and CBS. The committee believes that better coordination around transfer students between central and the colleges is needed, and that a ratio of 2:1 freshman to transfers is desirable. As part of a comprehensive enrollment management plan, the University must redouble its efforts to improve retention and graduation rates at all levels (including for transfer students) and to continue to flatten the achievement gap between white students and students of color. Finally, the University must continue to improve the overall experience for our undergraduates with better advising resources, enhanced housing opportunities, and increased co-curricular options for undergraduate research, service learning, study abroad, leadership, and student life in general.

At the graduate level the report is centrally focused on identifying, sustaining and creating additional graduate programs of scholarly distinction. We believe that resource and other constraints will not allow the University of Minnesota to continue to offer such a wide variety of graduate programs to such large numbers of graduate students without suffering an across-the-board decline in quality. This would put at risk the signature high quality programs that we now have, and would make it nearly impossible to move our better programs into the ranks of the outstanding programs. To these ends, we have:

- Argued for the use of “multiple metrics,” including measures of program inputs, program operation, and program outputs in order to identify the highest quality programs and to pinpoint areas that need improvement in other programs.
- Assessed a large pool of potential metrics that can be used to accurately identify and assess the quality of existing graduate programs.
- Used the NRC and additional U of M data to provide a “proof of concept” analysis, showing that such metrics can be used successfully to assess across the board the quality of our graduate programs.
- Proposed the creation of an all-University Graduate School committee made up of distinguished scholars and others who would assess the scholarly quality of each graduate program and assign it to four potential categories: **outstanding, strong, good and needs reassessment.**
- Proposed that programs designated as outstanding in their scholarship and graduate training be given supplemental funding and maximum flexibility.
- Proposed that desirable goals other than pure scholarly excellence be added to the “excellence” measures in making funding and sizing decisions at the collegiate level.

Enhancing quality is not merely a function of financial investment. While there are examples of additional resources leading directly to improved quality and enhanced reputation, there are also plenty of examples of investments that did not have the desired effects. One very important factor that needs to be considered is what we have identified as “internalized behavior patterns” that reflect “cultures of excellence.” Among the subset of programs deemed to be in the “strong” category and that are potential candidates for investment, those that have a culture of cooperation and excellence, coupled with high quality academic leadership focused on quality, are the most likely to succeed. This means that they have already demonstrated that they will use their resources to maximize quality of scholarship and graduate education rather than some other set of values, that they can work together to achieve these goals, and that their investments have begun to have the intended effect. It also means that there is a widely shared ethos among program faculty that emphasizes scholarship. Even programs with strong leaders will fail unless there are also very high performing faculty scholars in the group. In short, at least four things are necessary for the kinds of improvements we are touting: additional resources; cooperation around the common goal of academic excellence; very strong academic program leadership; very strong across-the-board faculty research ethos and performance. To identify programs for additional investment, we recommend that the Graduate School conduct a study of the practices that led particular programs to be classified as outstanding.

Committee Background and Charge

In the summer of 2010, Provost Sullivan asked Robert McMaster, Vice Provost and Dean of Undergraduate Education, and Henning Schroeder, Vice Provost and Dean of Graduate Education, to co-chair a committee to take a comprehensive look at Twin Cities campus enrollments and develop proposals for comprehensively managing enrollments in the long term. (A copy of the committee charge letter is included as Appendix F.) The original charge stated

It is clear that as we move forward with our continued strategic planning efforts involving both the academic and administrative side of the University a careful plan for enrollment management is essential. The short- and long-term enrollment management will affect our budgets and fiscal health, the curriculum we deliver, faculty/student ratios, and access to the University.

The committee divided into undergraduate and graduate/professional subcommittees. The undergraduate subcommittee focused on four issues: the size and composition of the student body, retention and graduation, programs for special populations, and student support services, including housing.

The graduate committee focused primarily on developing a framework for assessing the quality and impact of individual graduate programs, in anticipation of the need to make difficult choices about program enrollments in the near future.

By nearly any measure, the University of Minnesota-Twin Cities is an outstanding university, providing over 30,000 undergraduates and 20,000 graduate and professional students with a world-class learning environment. Our university is one of the most comprehensive in the world, offering bachelor's, master's, Ph.D., and professional degrees in a wide range of areas—astrophysics, child psychology, forest resources, microbiology, and public health—to name just a few. We offer thousands of classes taught by award-winning faculty who are at the very cutting-edge of their discipline and are also excellent teachers and mentors.

As a world-class university, we are dedicated to teaching and scholarly research. This mission is demonstrated not only in our rankings, our faculty research publications, and our students' research and scholarship accomplishments but, most importantly, in the commitment we make to student learning. Our academic quality is evident to students in a range of learning experiences, whether working with a faculty member on a capstone senior project, conducting research in a laboratory side-by-side with a professor, connecting with a successful university alumnus in a mentoring relationship (the University has over 450,000 alumni), or interacting with faculty and other students in a freshman seminar or advanced graduate seminar.

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.

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-season set 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.

Enrollment at the University of Minnesota

The University of Minnesota, one of the largest U.S. universities in terms of total numbers of students, has seen steady growth over the past ten years. Since 2000, our undergraduate enrollment has grown from 26,972 to 30,519 (including both freshman and transfer students); graduate enrollment has grown from 10,051 to 13,946; and professional education has grown from 2,626 to 3,638. From 2009 to 2010, graduate enrollments actually declined by 200 students and professional student enrollments by 9 students. Throughout this period, there has been no unified, university-wide enrollment management plan to guide and integrate decision-making within and across all three areas.

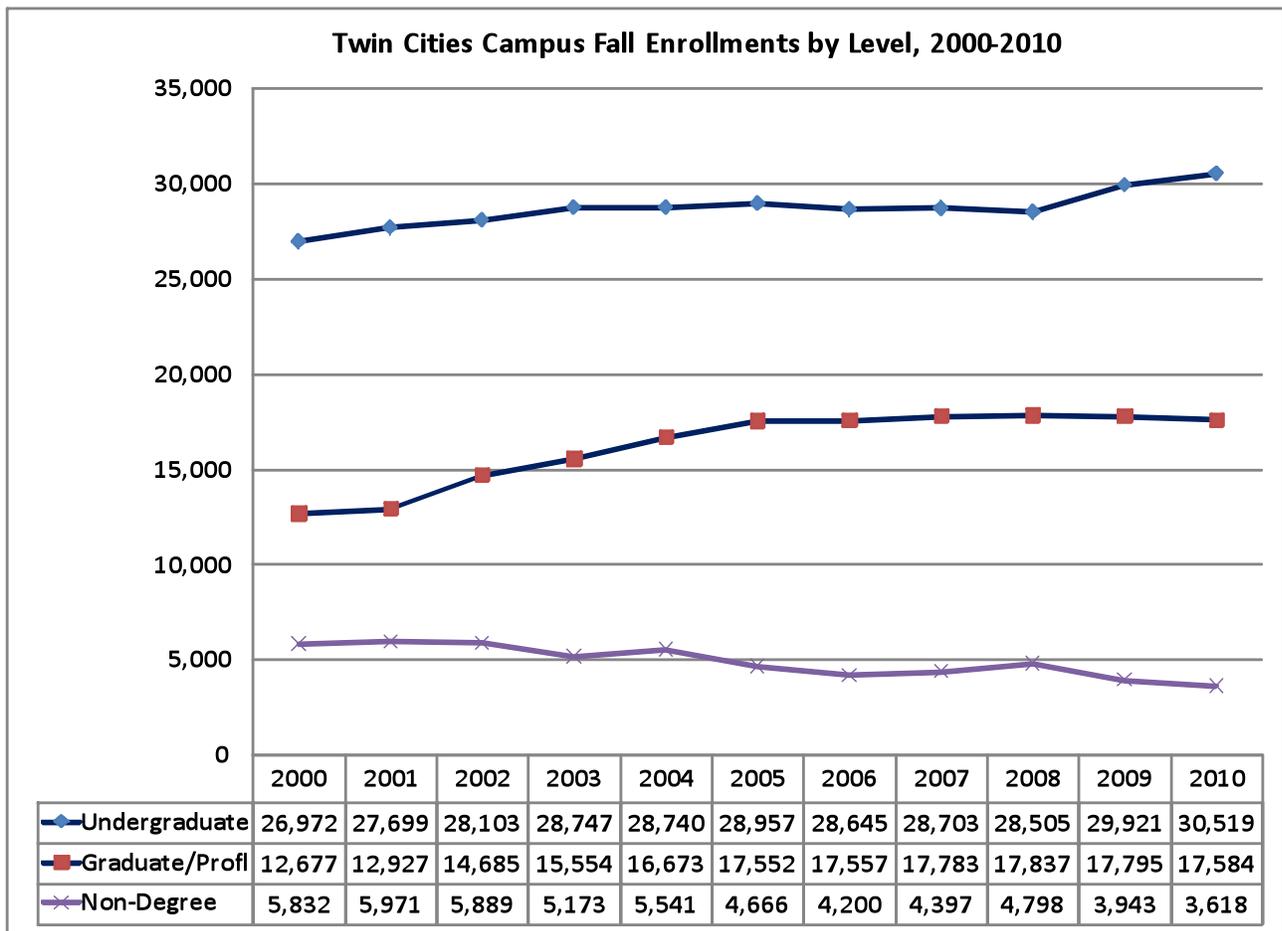


Figure 1. UMTC fall enrollment trends, 2000 to 2010

It is clear that as we move forward with our continued strategic planning efforts involving both the academic and administrative side of the university, a careful plan for enrollment management

is essential. The short- and long-term enrollment management will affect our budgets and fiscal health, the curriculum we deliver, faculty/student ratios, and access to the university. We must determine answers to these questions: What is the appropriate balance among undergraduate, graduate, and professional students? What are our particular enrollment niches given our role as the state's primary research institution? What is our comparative advantage?

Enrollment Management Principles

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, graduate and professional as part of its work. In the official registration statistics for the University, these categories are defined as follows:

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

Graduate: Students pursuing a graduate level degree or certificate (masters, doctoral, or post-bachelor's certificate).

Professional: Students seeking a post-bachelor degree or certificate in the Duluth School of Medicine and the Twin Cities Medical School, Law School, School of Dentistry, and Colleges of Pharmacy and Veterinary Medicine.

For purposes of this document, the committee used those definitions, and also considered as "professional" a number of masters degree programs that emphasize specific vocational preparation, even though they are outside of the "professional colleges" listed above. Some examples include the Master of Business Administration, Master in Dental Therapy, Master of Social Work, and Master of Geographic Information Science.

General Principles for All Levels of Students

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.

Undergraduate Principles (in addition to 1 – 9)

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.

Graduate Principles (in addition to 1 – 9)

12. Maintain strong support for our nationally-recognized graduate programs. This support should be both fiscal and academic.

13. Support graduate students adequately from initial enrollment through timely graduation. The university should admit only those graduate students for whom it can provide competitive

support to take full advantage of its educational and professional development opportunities. Departments and colleges should re-examine their enrollment numbers annually to determine the ideal number of students that can be admitted to a program based upon student quality, current infrastructure, financial support, and excellence in reputation.

14. Maintain sufficient numbers of graduate students to support teaching and research within individual colleges and programs. Experience as a teaching or research assistant within the student's field of study is an important part of professional development for many graduate students. Graduate student participation as teaching and research assistants is essential to the advancement of the university's mission and fostering a collegial environment between students and faculty. The numbers of graduate students should be sufficient to support the university's teaching and research missions and the maintenance of excellence.

15. Provide doctoral students with sufficient stipends and benefits. The university should ensure that doctoral students have sufficient support to complete their studies as full-time students. Graduate student stipends should be on par with peer institutions and re-evaluated annually to ensure graduate students are not economically disadvantaged.

Professional School Principles (in addition to 1 - 9)

16. Maintain strong support for our nationally-recognized professional programs. This support should be both fiscal and academic.

17. Create new professional programs to meet workforce needs. The university needs to be aware of the needs of the state and national workforce for high level post-graduate professional preparation.

18. Ensure that new professional programs are consonant with existing academic programs and faculty. New professional programs should not detract or take necessary resources from existing, high-performing programs.

19. Require that new professional programs have business plans (tuition and other support) that will make them self-sustaining. New programs have to make their own way.

20. Ensure that professional education focuses on areas where the university can be a leader in the field. Both new and existing programs should be in areas where the university can provide an outstanding education.

21. Require that new professional programs have some tenure and tenure-track faculty (not all be taught by contract faculty or P&As). There needs to be an academic/research component in each professional program.

Enrollment Management Recommendations

Undergraduate Recommendations

1. Moderately increase undergraduate enrollments to 32,000 to 33,000.
2. Increase the number of students in the STEM (science, technology, engineering, and math) fields.
3. Maintain a 2 to 1 ratio of new freshmen to transfer students.
4. Continue to increase the numbers of students of color enrolled.
5. Maintain the proportion of new freshman undergraduate students from Minnesota at 60 to 65%, and increase the proportion from outside MN and the reciprocity states to 15 to 20%.
6. Continue to improve the academic profile of incoming students.
7. Meet the current University goals for retention and graduation of freshmen and set goals for transfer students.
8. Narrow the gap between the graduation rate of students of color and white students and increase the number of student of color graduates.
9. Create a stronger linkage between the Office of Undergraduate Education and the PSEO program.
10. Maintain the University Honors Program at 550-600 students per year, 2,400 total.
11. Expand opportunities for "fast track" entry into professional programs.
12. Restructure and expand the Access to Success (ATS) program.
13. Create additional on-campus housing for undergraduates.
14. Appoint a transfer student coordinator and establish a transfer assistance center.

Graduate Recommendations

1. Set goals for graduate student outcomes and track progress for all graduate programs.
2. Maintain the role of the graduate school in providing incentives for program improvement and in monitoring and promoting quality.

3. Provide programs with regular and systematic information concerning program performance that leads to high quality graduate programs.
4. Establish an internal review process for Ph.D. programs that guides fiscal investment and enrollment targets.
5. Provide financial augmentation and flexibility to Ph.D. programs deemed to be “Outstanding.”
6. Take action on programs deemed to “Need Reassessment.”
7. Evaluate impacts of graduate enrollment changes on academic units as part of the compact process.
8. Develop processes for evaluating professional masters and professional doctoral programs.
9. Develop processes for evaluating post-baccalaureate certificate programs.

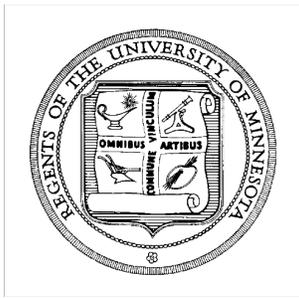
Committee Members

Co-Chairs

Robert B. McMaster, Vice Provost and Dean of Undergraduate Education
Henning Schroeder, Vice Provost and Dean of Graduate Education

Committee Members

Will Durfee, Professor, Mechanical Engineering
Marvin Marshak, Professor, Physics and Astronomy
Robert Ruckert, Professor, Marketing/Logistics Management
John Sullivan, Regents Professor, Political Science
Kathryn VandenBosch, Professor, Plant Biology
Gregory Vercellotti, Professor, Department of Medicine
Catherine Wambach, Associate Professor, Postsecondary Teaching and Learning
Jennifer Windsor, Professor, Speech/Language/Hearing Sciences
Suzanne Bardouche, Assistant Vice Provost, Undergraduate Education
Brad Bostrum, Director of Data Management, Graduate School
Ron Matross, Senior Analyst, Undergraduate Education
Mandy Stahre, Graduate Student
Paul Strain, Undergraduate Student



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

October 13, 2011

Agenda Item: Consent Report

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

Outline of Key Points/Policy Issues:

I. Request for Approval of New Academic Programs

- College of Continuing Education (Twin Cities campus)—Create Master of Professional Studies (M.P.S) degree in Integrated Behavioral Health
- College of Liberal Arts (Twin Cities Campus)—Create History of Science, Technology, and Medicine minor

II. Request for Changes to Academic Programs

- College of Continuing Education (Twin Cities campus)—Create Co-occurring Disorders track within the Addiction Studies Post-baccalaureate Certificate
- School of Nursing (Twin Cities Campus)—Change name of the Psychiatric-Mental Health Clinical Nurse Specialist subplan to Psychiatric-Mental Health Nurse Practitioner within the D.N.P. degree
- School of Nursing (Twin Cities Campus)—Change name of the post-master's certificate in Mental Health Clinical Nurse Specialist to Psychiatric Mental Health Nurse Practitioner
- Swenson College of Science and Engineering (Duluth Campus)—Create Plan B (project) option within the M.S. degree in Civil Engineering

- The College of Liberal Arts (Duluth Campus)—Change name of B.A.Sc. in Ojibwe Elementary/Middle School Education to Ojibwe Elementary School Education

III. Request for Approval of Discontinued Academic Programs

- College of Science and Engineering (Twin Cities Campus)—Discontinue graduate-level minor in Software Engineering
- College of Liberal Arts (Twin Cities Campus)—Discontinue History of Medicine minor
- College of Liberal Arts (Twin Cities Campus)—Discontinue History of Science and Technology minor

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

President's Recommendation for Action:

The President recommends approval of the academic program proposals detailed in the Consent Report.

**University of Minnesota Board of Regents
Educational Planning and Policy Committee
October 13, 2011**

Consent Report

I. Request for Approval of New Academic Programs

- **College of Continuing Education (Twin Cities campus)—Create Master of Professional Studies (M.P.S) degree in Integrated Behavioral Health**

The College of Continuing Education on the Twin Cities campus requests approval to create a Master of Professional Studies (M.P.S) degree in Integrated Behavioral Health, effective spring semester 2012. The degree will prepare students to provide counseling for co-occurring mental health and substance abuse situations. The proposal leverages faculty and resources in place for the existing post-baccalaureate certificate in Addiction Studies.

- **College of Liberal Arts (Twin Cities Campus)—Create History of Science, Technology, and Medicine minor**

The College of Liberal Arts on the Twin Cities campus requests approval to create a History of Science, Technology, and Medicine minor (undergraduate), effective fall semester 2011. The proposed minor reflects a humanistic background to the basic applied sciences, technologies or healthcare professions. The minor combines the History of Medicine and the History of Science and Technology minors (proposed for discontinuation) and requires no additional resources.

II. Request for Changes to Academic Programs

- **College of Continuing Education (Twin Cities campus)—Create Co-occurring Disorders track within the Addiction Studies Post-baccalaureate Certificate**

The College of Continuing Education on the Twin Cities campus requests approval to create Co-occurring Disorders track within the Addiction Studies Post-baccalaureate Certificate, effective spring semester 2012. The certificate will serve individuals who are licensed in behavioral health and desire training with co-occurring substance abuse and mental health disorders.

- **School of Nursing (Twin Cities Campus)—Change name of the Psychiatric-Mental Health Clinical Nurse Specialist subplan to Psychiatric-Mental Health Nurse Practitioner within the D.N.P. degree**

The School of Nursing on the Twin Cities campus requests approval to change the name of the Psychiatric-Mental Health Clinical Nurse Specialist subplan to Psychiatric-Mental Health Nurse Practitioner within the Doctor of Nurse Practitioner (D.N.P.) degree, retroactive to fall 2009. The proposed name change will allow students to pursue Minnesota state Psychiatric Mental Health Nurse Practitioner certification requirements.

- **School of Nursing (Twin Cities Campus)—Change name of the post-master’s certificate in Mental Health Clinical Nurse Specialist to Psychiatric Mental Health Nurse Practitioner**

The School of Nursing on the Twin Cities campus requests approval to change the name of the post-master’s certificate in Mental Health Clinical Nurse Specialist to Psychiatric Mental Health Nurse Practitioner, effective fall 2011. The proposed name change will allow students to pursue Minnesota state Psychiatric Mental Health Nurse Practitioner certification.

- **Swenson College of Science and Engineering (Duluth Campus)—Create Plan B (project) option within the M.S. degree in Civil Engineering**

The Swenson College of Science and Engineering on the Duluth campus requests approval to create a Plan B (project) option within the Master of Science (M.S.) degree in Civil Engineering, effective spring 2012. The Plan B option will provide students with greater flexibility and better suit the professional nature of the program. The Plan B option does not require additional resources.

- **The College of Liberal Arts (Duluth Campus)—Change name of B.A.Sc. in Ojibwe Elementary/Middle School Education to Ojibwe Elementary School Education**

The College of Liberal Arts on the Duluth campus requests approval to change the name of B.A.Sc. in Ojibwe Elementary/Middle School Education to Ojibwe Elementary School Education, effective fall 2011. The name change aligns with changes to Minnesota state licensing requirements.

III. Request for Approval of Discontinued Academic Programs

- **College of Science and Engineering (Twin Cities Campus)—Discontinue graduate-level minor in Software Engineering**

The College of Science and Engineering on the Twin Cities campus requests approval to discontinue the graduate-level minor in Software Engineering, effective summer 2012. The program is inactive and its proposed discontinuation will conform with the college’s records.

- **College of Liberal Arts (Twin Cities Campus)—Discontinue History of Medicine minor**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the History of Medicine minor, effective summer 2012. The proposed minor in History of Science, Technology, and Medicine will replace the minor.

- **College of Liberal Arts (Twin Cities Campus)—Discontinue History of Science and Technology minor**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the History of Science and Technology minor, effective summer 2012. The proposed minor in History of Science, Technology, and Medicine will replace the minor.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

October 13, 2011

Agenda Item: Information Items

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

To inform members of the Educational Planning and Policy Committee of noteworthy items and policy-related issues affecting University units and departments.

To provide the Committee with background information related to issues of regional, national, and international policy affecting higher education.

Outline of Key Points/Policy Issues:

Enrollment and retention data for fall 2011 is attached.

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda. Annual reports are presented to the Board on entering class profiles.

**University of Minnesota Board of Regents
Educational Planning and Policy Committee
October 13, 2011**

Information Report:

Entering Class Profile and Enrollment Data for Fall 2011

I. Twin Cities Campus

A. Twin Cities Freshman Profile

The quality of the incoming freshman class at the University of Minnesota Twin Cities continues to improve. The following are highlights that include information comparing the current year with last year and five years ago. Later in the report are graphs that illustrate annual progress on the Twin Cities Campus over the past nine years.

- **Average ACT composite score**
 - 27.5—fall 2011
 - 27.2—fall 2010
 - 25.2—fall 2006

- **High school rank average**
 - 85.5—fall 2011
 - 85.2—fall 2010
 - 83.2—fall 2006

- **Percentage of students of color**
 - 18.5—fall 2011
 - 18.0—fall 2010
 - 20.2—fall 2006

- **National Merit Scholars**
 - 166—fall 2011
 - 101—fall 2010
 - 75—fall 2006

B. Twin Cities Enrollment Data

- **Twin Cities campus freshmen applications**
 - 39,721—fall 2011
 - 36,855—fall 2010
 - 24,658—fall 2006
- **Twin Cities campus freshmen enrollment**
 - 5,368—fall 2011
 - 5,323—fall 2010
 - 5,439—fall 2006
- **Twin Cities campus new transfer enrollment**
 - 2,046—fall 2011
 - 2,220—fall 2010
 - 1,645—fall 2006
- **Twin Cities campus total undergraduate enrollment**
 - 30,610—fall 2011
 - 30,519—fall 2010
 - 28,645—fall 2006
- **Twin Cities campus graduate enrollment**
 - 13,562—fall 2011
 - 13,946—fall 2010
 - 13,929—fall 2006
- **Twin Cities campus professional schools enrollment**
 - 3,625—fall 2011
 - 3,638—fall 2010
 - 3,628—fall 2006

II. Duluth Campus

A. Duluth Freshman Profile

- **Average ACT composite score**
 - 23.8—fall 2011
 - 23.8—fall 2010
 - 25.2—fall 2006

- **Percentage of students of color**
 - 10.4%—fall 2011
 - 8.4%—fall 2010
 - 5.1%—fall 2006

B. Duluth Enrollment Data

- **Duluth campus freshmen enrollment**
 - 2,105—fall 2011
 - 2,344—fall 2010
 - 2,315—fall 2006
- **Duluth campus total undergraduate enrollment**
 - 9,782—fall 2011
 - 9,659—fall 2010
 - 9,172—fall 2006
- **Duluth campus graduate enrollment**
 - 765—fall 2011
 - 716—fall 2010
 - 736—fall 2006
- **Duluth campus professional schools enrollment**
 - 355—fall 2011
 - 350—fall 2010
 - 314—fall 2006

III. Morris Campus

A. Morris Freshman Profile

- **Average ACT composite score**
 - 25.3—fall 2011
 - 25.1—fall 2010
 - 24.5—fall 2006
- **Percentage of students of color**
 - 22.8%—fall 2011
 - 27.2%—fall 2010
 - 21.1%—fall 2006

B. Morris Enrollment Data

- **Morris campus freshmen enrollment**
 - 465—fall 2011
 - 419—fall 2010
 - 380—fall 2006
- **Morris campus total undergraduate enrollment**
 - 1,822—fall 2011
 - 1,690—fall 2010
 - 1,567—fall 2006

IV. Crookston Campus

A. Crookston Freshman Profile

- **Average ACT composite score**
 - 21.8—fall 2011
 - 21.6—fall 2010
 - 20.9—fall 2006
- **Percentage of students of color**
 - 11.9%—fall 2011
 - 14.9%—fall 2010
 - 7.4%—fall 2006

B. Crookston Enrollment Data

- **Crookston campus freshmen enrollment**
 - 268—fall 2011
 - 269—fall 2010
 - 216—fall 2006
- **Crookston campus total undergraduate enrollment**
 - 1,600—fall 2011
 - 1,462—fall 2010
 - 1,053—fall 2006

V. Rochester Campus

A. Rochester Freshman Profile

- **Average ACT composite score**
 - 24.3—fall 2011
 - 24.0—fall 2010
- **Percentage of students of color**
 - 23.4%—fall 2011
 - 15.2%—fall 2010

B. Rochester Enrollment Data

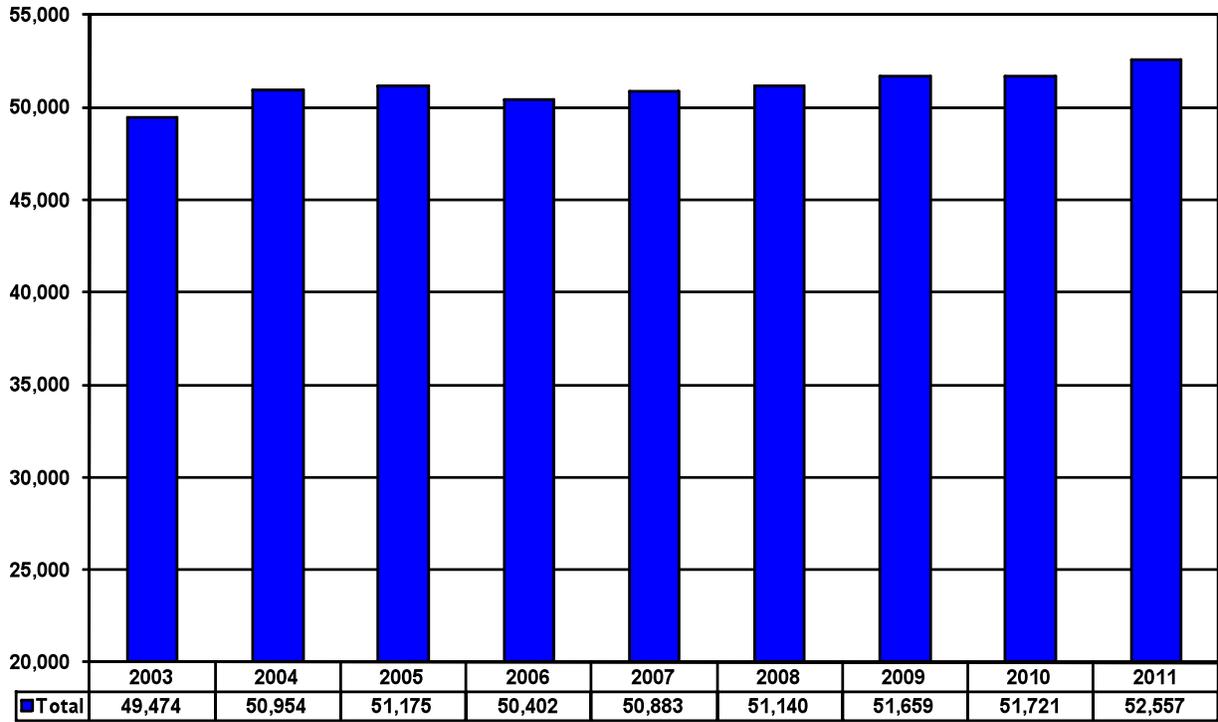
- **Rochester campus freshmen enrollment**
 - 111—fall 2011
 - 92—fall 2010
- **Rochester campus total undergraduate enrollment**
 - 257—fall 2011
 - 141—fall 2010

VI. System-Wide Enrollment

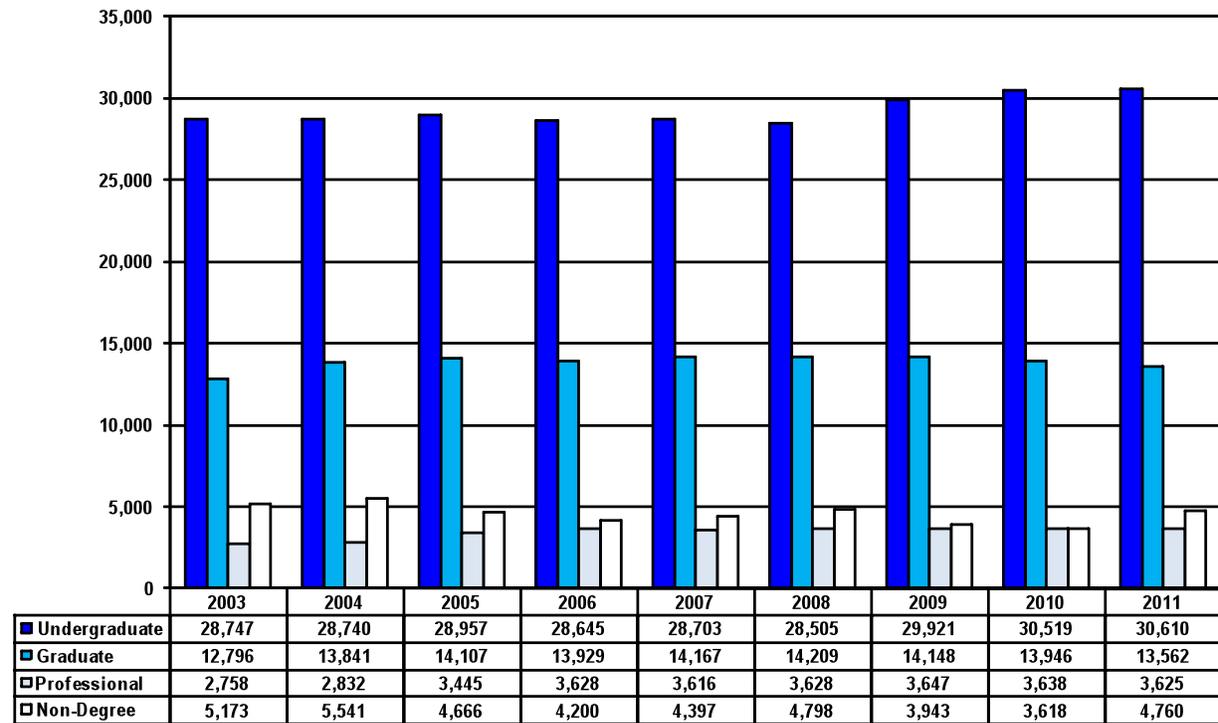
- **Total enrollment**
 - 69,221—fall 2011
 - 67,932—fall 2010

VII. Twin Cities Campus Enrollment Graphs: 2003-2011

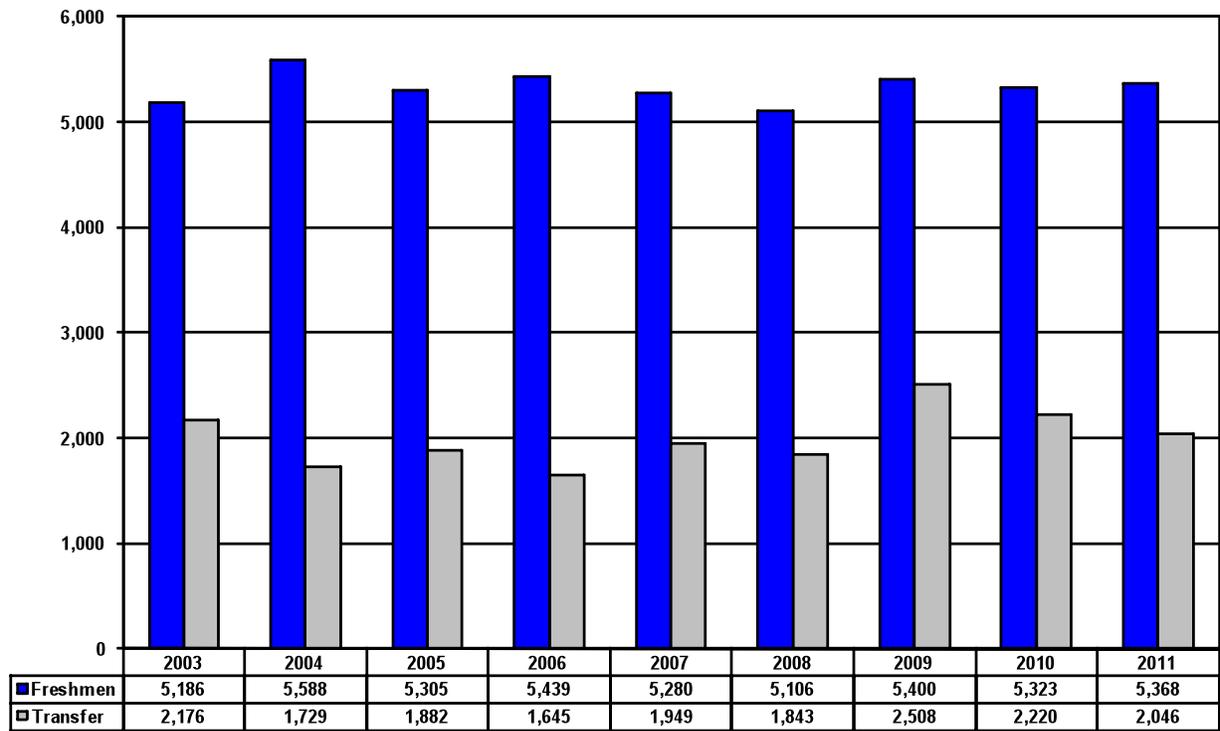
Twin Cities Campus Total Enrollments, Fall 2003-2011



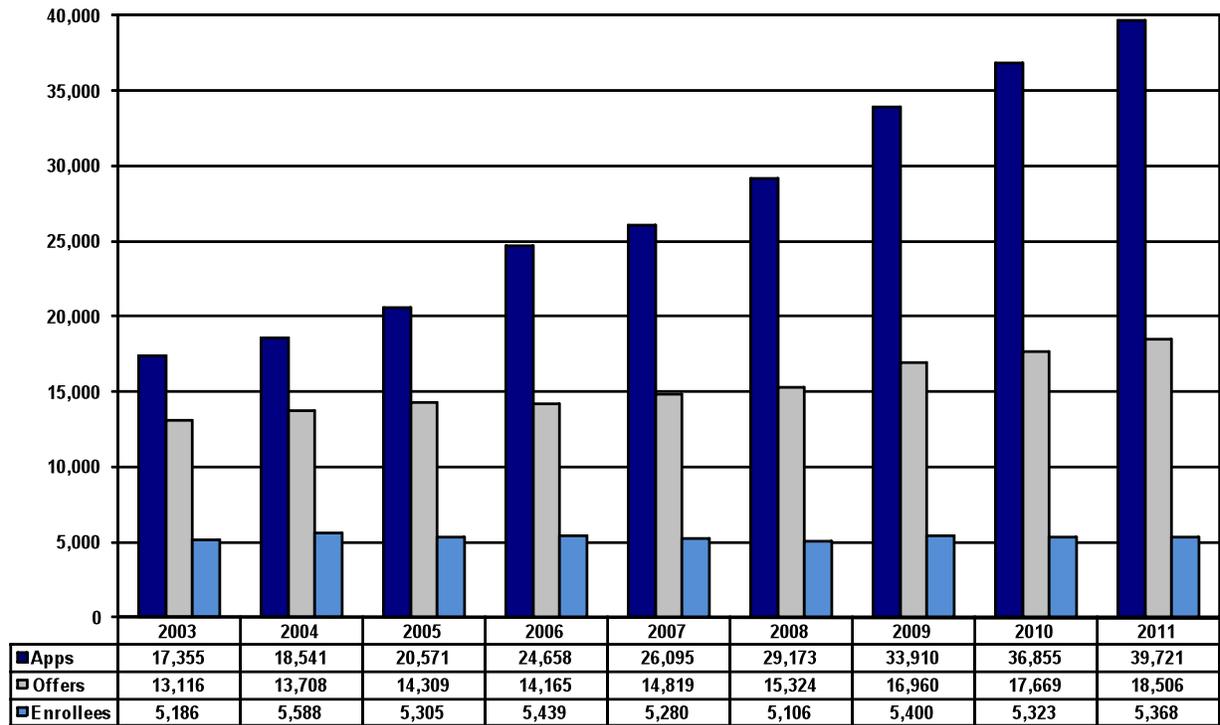
Twin Cities Campus Enrollments by Level, Fall 2003-2011



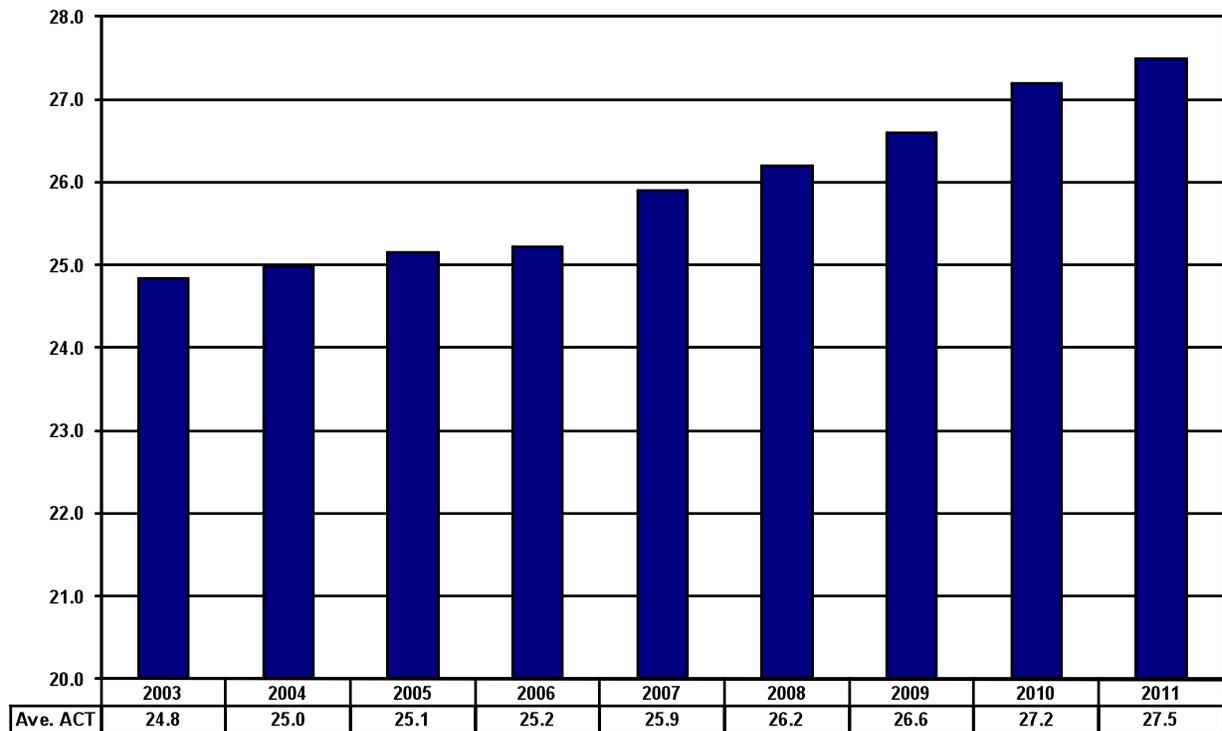
Twin Cities Campus New Freshmen and New External Transfer Students, Fall 2003-2011



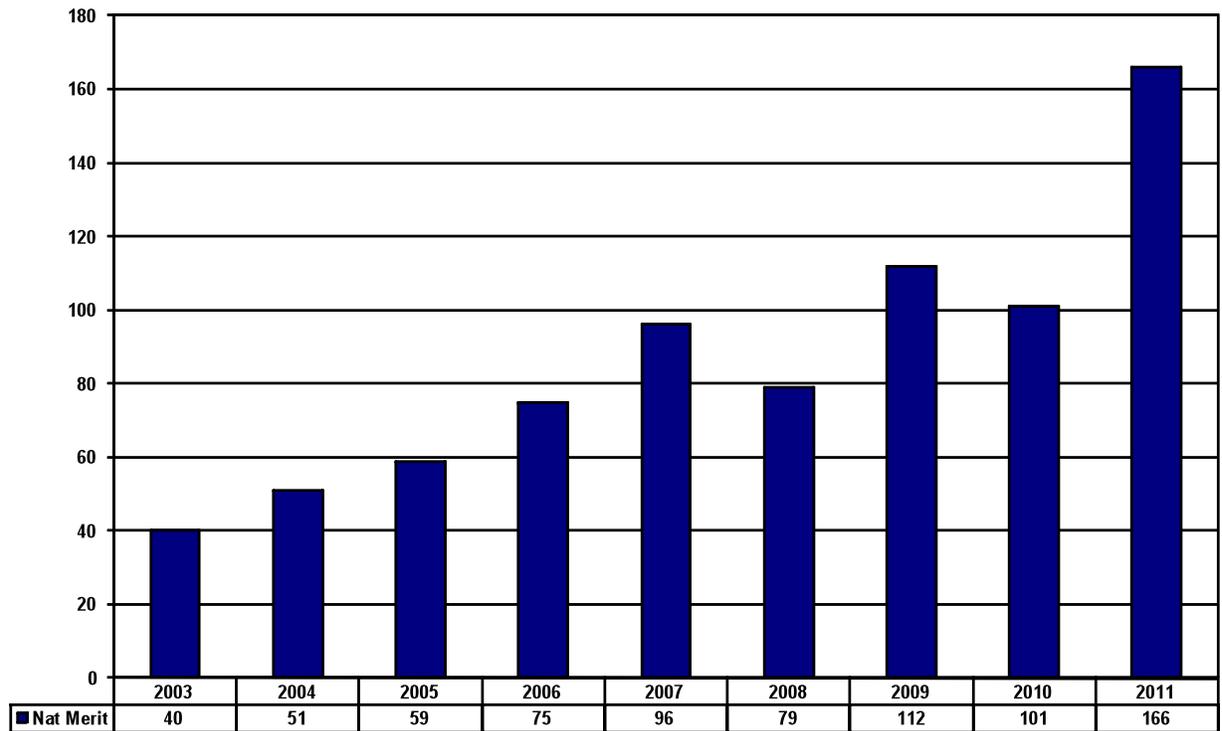
Twin Cities Campus New Freshman Applicants, Offers, and Enrollees, 2003-2011



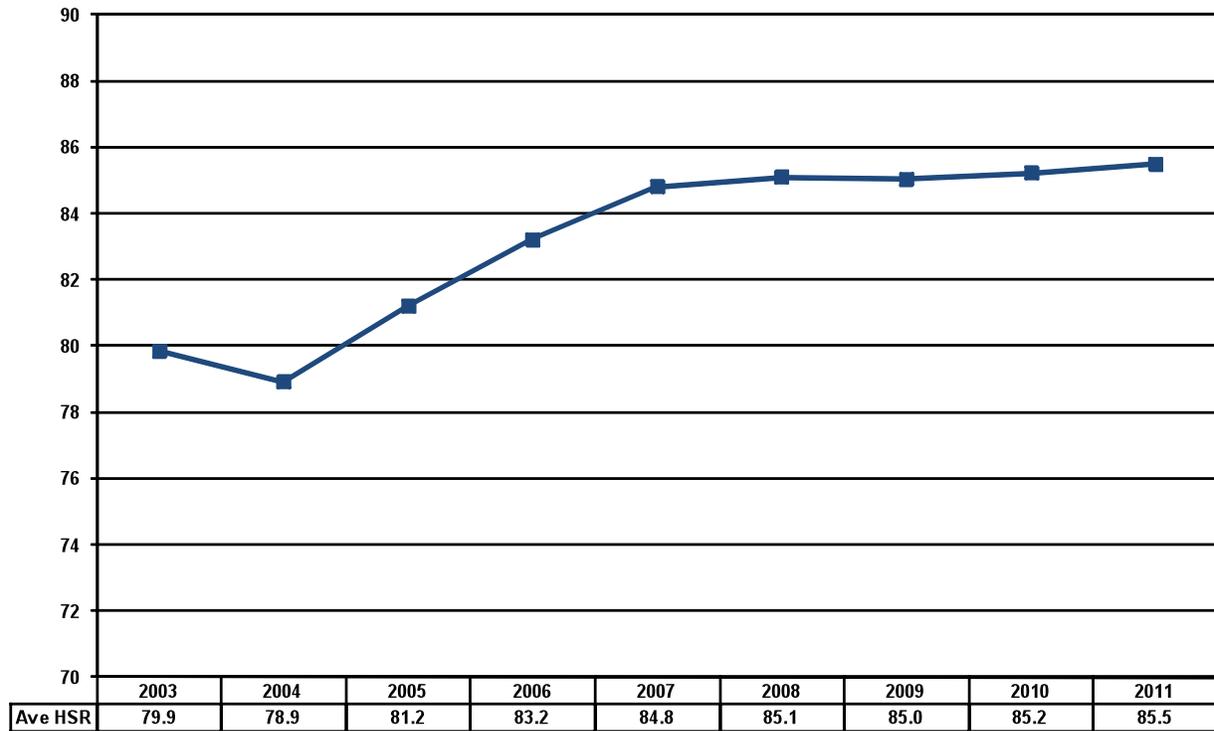
Average ACT Composite Score of Twin Cities Campus New Freshmen, 2003-2011



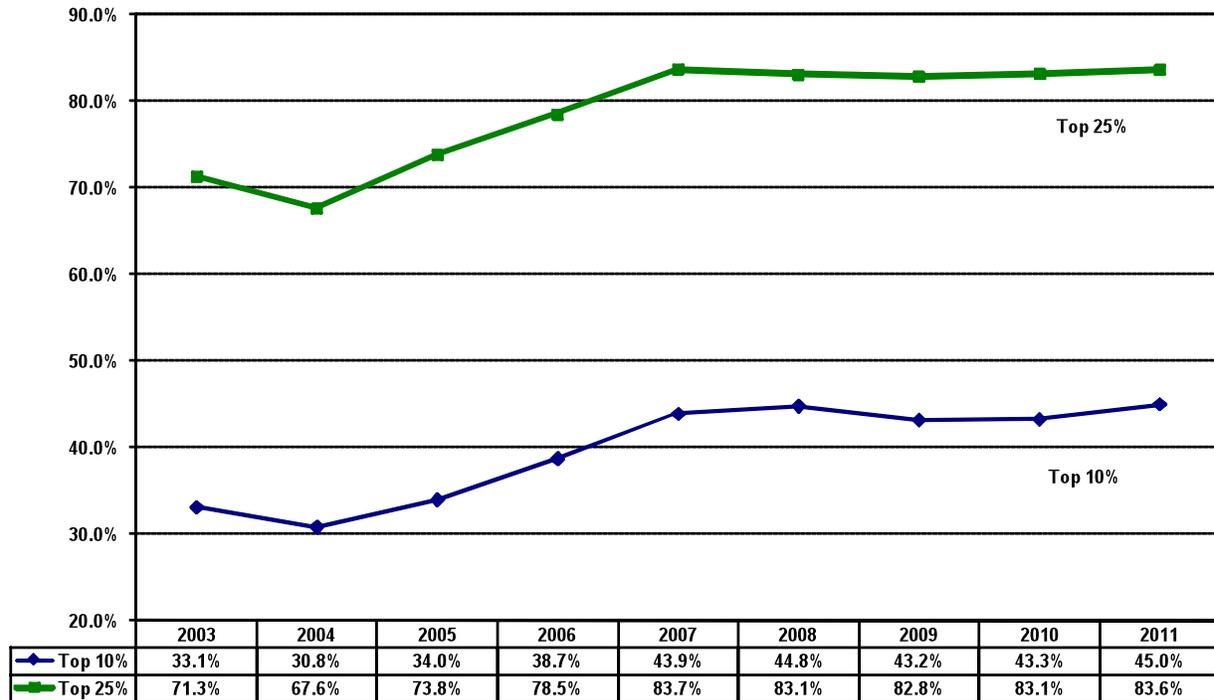
Number of National Merit Scholars in Twin Cities Campus New Freshman Class, 2003-2011



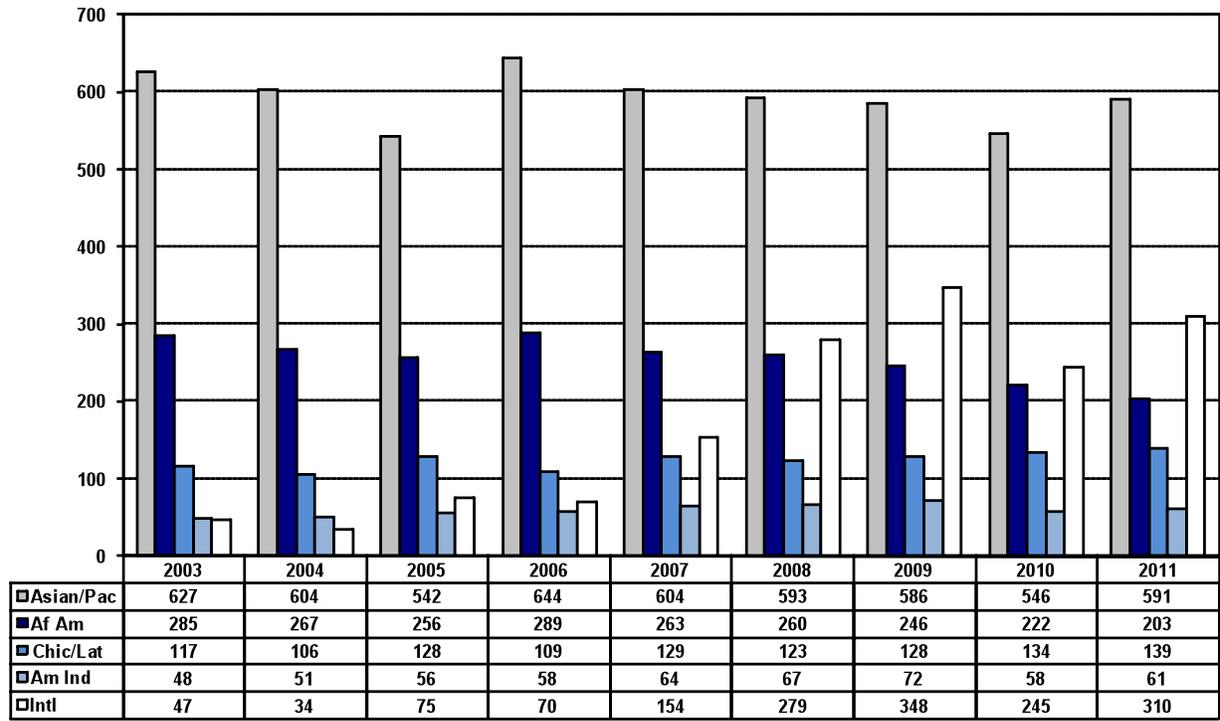
Average High School Rank Percentile of Twin Cities Campus New Freshmen, 2003-2011



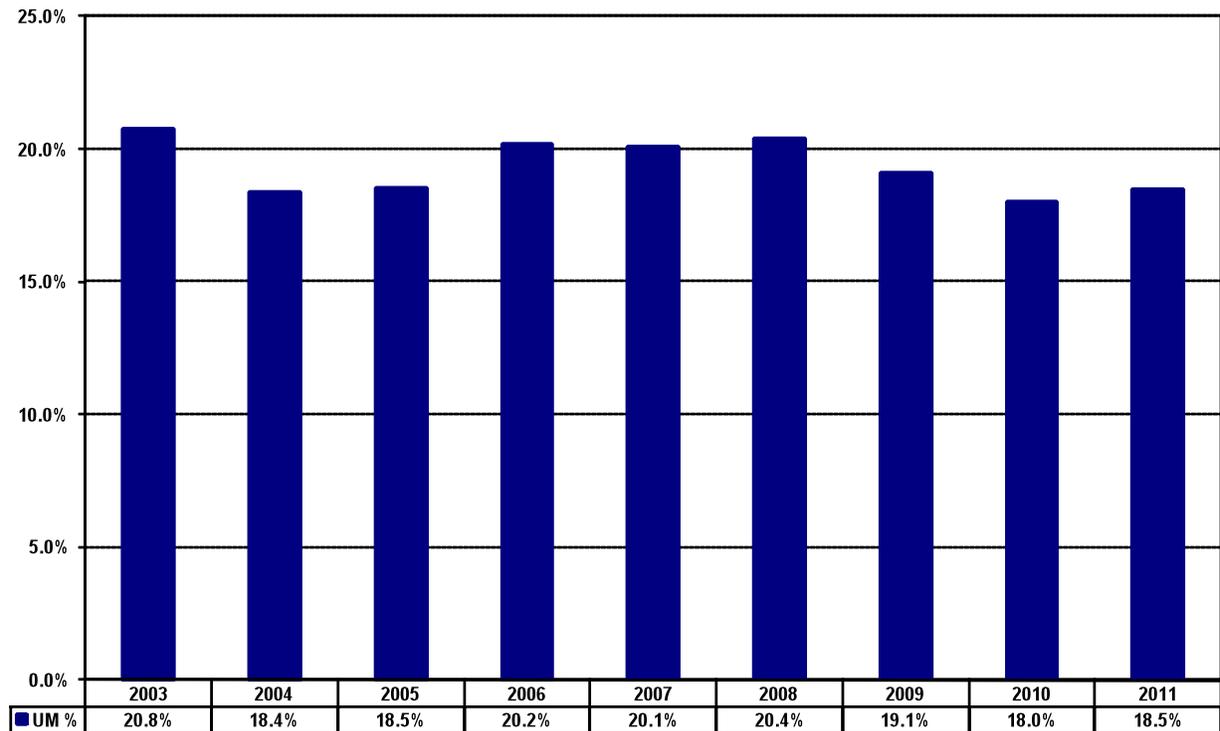
Percentage of New Freshmen in the Top 10% and Top 25% of their High School Classes, Twin Cities Campus, 2003-2011



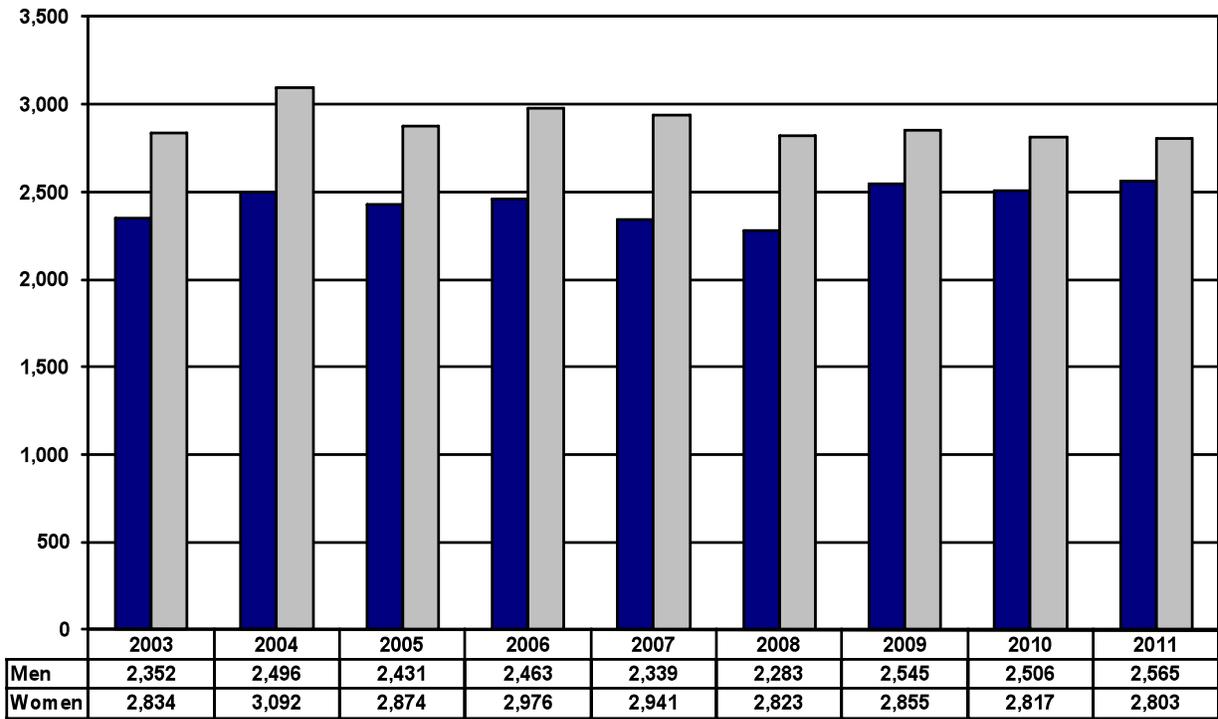
New Freshmen of Color and International Freshmen, Twin Cities Campus, 2003-2011



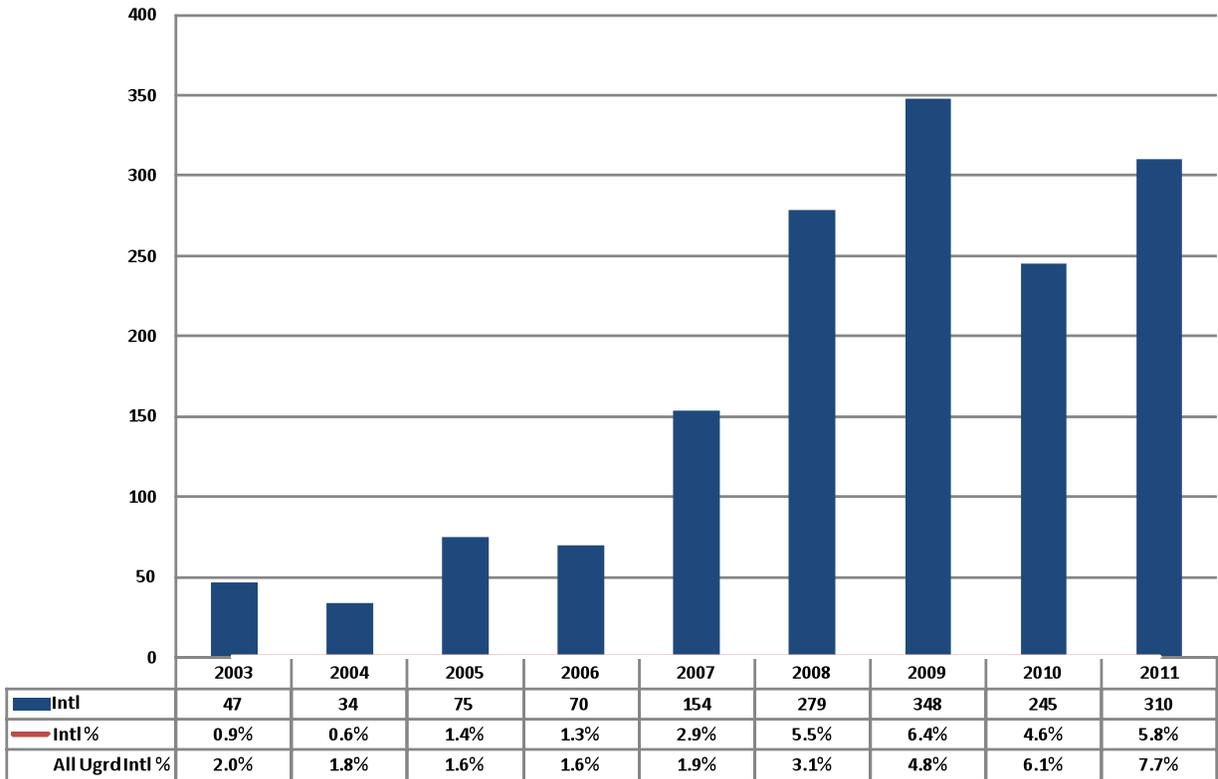
Percentage of Students of Color among Twin Cities Campus New Freshmen, F2003-2011



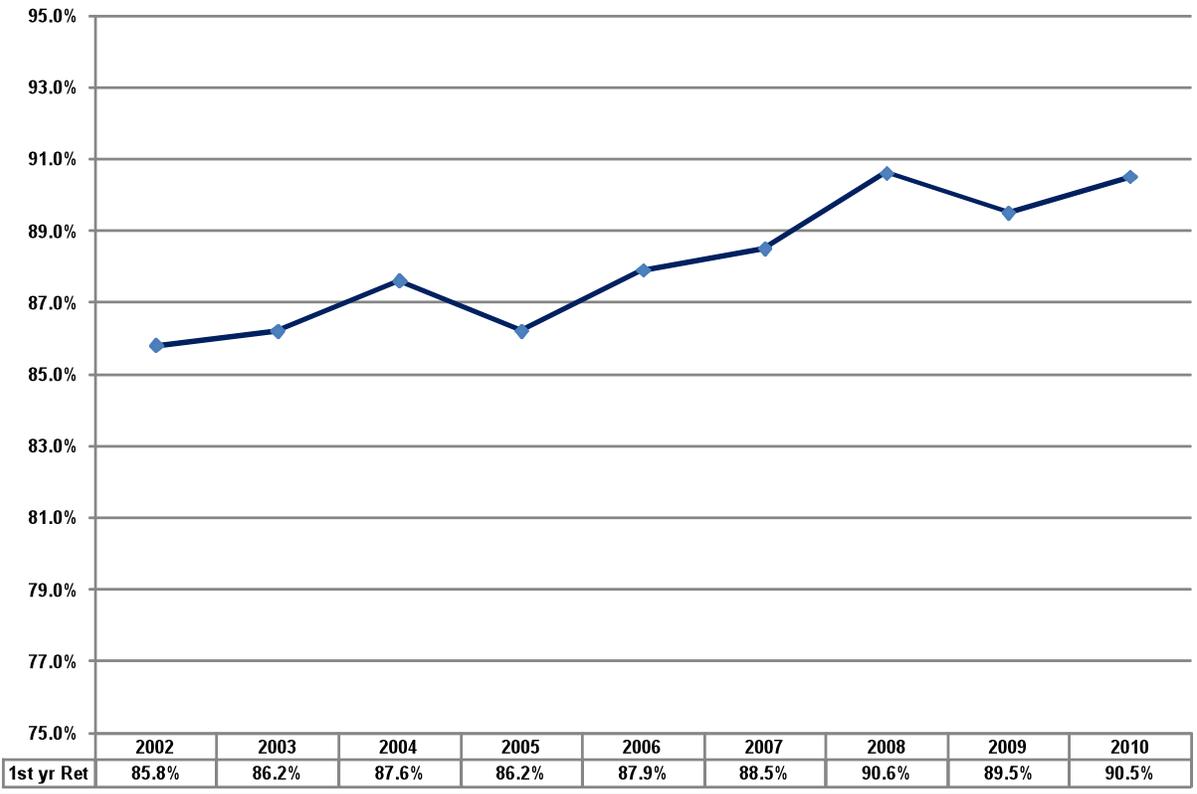
New Twin Cities Campus Freshman by Gender, Fall 2003-2011



New International Freshmen, Twin Cities Campus 2003-2011



Twin Cities Campus New Freshman First Year Retention by Entry Year, 2002-2010



A Profile of Fall 2011 UM Honors Freshmen

